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ABSTRACT

This collection of general sources of information on reading published during the years 1967, 1968, and 1969 updates a previous biblicgraphy of the same name. The most recent three years of research summaries in the ERIC/CRIER Basic Reference Collection were reviewed and the most useful documents identified. The entries are arranged alphabetically in two parts: 1967-68 documents are in Part 1 and 1969 documents are in Part 2. A descriptive abstract is included for each entry. Also, every item included in the bibliography has appeared in the published literature and should be available in libraries with good collections in psychology and education. (Author/NH)

ERIC CRIER reading review series

ED 042592

Recent Reviews and Bibliographic Resources for Reading Research, Supplement 1

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ERIC/CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING

. . . a national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE.

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ERIC/CRIER READING REVIEW SERIES

Bibliography 26

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The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

This bibliography was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government Sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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Information on the ERIC System:

ERIC

ERIC is a decentralized, national information system which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates significant and timely educational information. ERIC's full name is the Educational Resources Information Center, and it is funded through the Bureau of Research, USOE. ERIC was founded to reduce limitations in the identification, transfer, and use of educational information. In short, the major goal of ERIC is to enable school administrators, teachers, researchers, information specialists, professional organizations, graduate and undergraduate students, and the general public to keep up-to-date on research and research-related knowledge in education. ERIC accomplishes this through strengthening existing educational information services and providing additional ones.

ERIC/CRIER

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER) is one of the 19 clearinghouses in the ERIC system. ERIC/CRIER is located at Indiana University and is a joint project of the International Reading Association and the University in cooperation with USOE. Each of the clearinghouses in the ERIC system operates within a specific area of education defined in its "scope" note. ERIC/CRIER's domain of operation includes:

> ...research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

INTRODUCTION

Recent Reviews and Bibliographic Resources for Reading Research, Supplement 1 provides a collection of general sources of information on reading published during the years 1967, 1968, and 1969. This bibliography is an update to ERIC/CRIER's first bibliography (of the same name) which is available from the ERIC Document Reproduction Service (ED 013 344, microfiche $0.50, hard copy $4.50). Complete instructions for ordering from EDRS are given on page 63 of this volume.

The author of this bibliography reviewed the most recent three years of research summaries in the ERIC/CRIER Basic Reference Collection and identified the most useful documents. The entries are arranged alphabetically in two parts: 1967-68 documents are in Part I and 1969 documents are in Part II. The 1969 documents became available after Part I was completed and therefore were added as a separate section to make the bibliography as current as possible. A descriptive abstract is included for each document. All entries are preceded by the ERIC/CRIER identification number. This number identifies the ERIC/CRIER Basic Reference from which the document was taken and is used to locate documents in the Indexes to ERIC/CRIER Basic References (ED 030 004, microfiche $1.75, hard copy $21.95 from EDRS).

Interested practitioners and researchers can utilize this bibliography to gain a general idea of the existing sources of research information related to reading. Those who are especially interested in specific reports can locate them and read the complete text. Every item in the bibliography has appeared in the published literature and should be available in libraries with good collections of literature in psychology and education.

Recent Reviews and Bibliographic Resources for Reading Research, Supplement 1 is part of the ERIC/CRIER Reading Review Series which was created to disseminate the information analysis products of the Clearinghouse. Four types of documents appear in the Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, citations and abstracts, or citations and annotations developed on more specific topics in reading. The third type provides short, interpretive papers which analyze particular reading areas. And the final type is composed of state-of-the-art monographs which evaluate research findings in a given field, provide guidelines for applying this research to classroom practice, and identify research needs.

ERIC/CRIER Basic References

ERIC/CRIER publications utilize the Basic Reference Collection which includes more than 7,000 citations covering research and research-related reports on reading published since 1900. Following is a description of all Basic References, each of which can be ordered by ED number in microfiche and hard copy reproductions at listed prices from

the ERIC Document Reproduction Service (EDRS). This information follows the title of each reference. (See Appendix A for complete EDRS ordering information.) The title citation also indicates the ERIC/CRIER identification numbers of all documents in that publication. Information on the availability of the documents within each reference is included in the descriptive paragraph.

* Published Research Literature in Reading, 1900-1949
(ED 013 970, microfiche $2.00, hard copy $24.90 from EDRS).
Includes ERIC/CRIER identification numbers 2 to 2883.

* Published Research Literature in Reading, 1950-1963
(ED 012 834, microfiche $1.50, hard copy $19.90 from EDRS).
Includes ERIC/CRIER identification numbers 2885 to 4803.

* Published Research Literature in Reading, 1964-1966
(ED 013 969, microfiche $0.75, hard copy $9.10 from EDRS).
Includes ERIC/CRIER identification numbers 4804 to 6562.

These references present citations and annotations of published research literature taken from the annual Summary of Investigations Related to Reading. Complete bibliographic data for all entries are given, and the entries are arranged alphabetically by author in yearly segments. The bibliographies cover the complete reading spectrum from preschool to college and adult years and present research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. The articles in these references have appeared in the published journal literature and are available in libraries which have good journal collections.

Bibliographies published as part of the Reading Review Series include material taken from the annual summaries of 1900 to 1968. New articles are incorporated each year as the annual Summary is completed.

* USOE Sponsored Research on Reading
(ED 016 603, microfiche $0.50, hard copy $5.30 from EDRS).
Covers 1956 through 1965 and includes ERIC/CRIER identification numbers 6563 to 6706.

* USOE Sponsored Research on Reading, Supplement 1
(ED 031 606, microfiche $0.50, hard copy $3.05 from EDRS).
Covers 1966 through June 1969.

These references provide a comprehensive review of USOE projects on reading and closely related topics funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the documents. (Supplement 1 uses index terms only.) Individual documents are available from EDRS; complete information on microfiche and hard copy prices is included with each entry, along with the ED number necessary for ordering.

* Recent Doctoral Dissertation Research in Reading
(ED 012 693, microfiche $1.00, hard copy $11.05 from EDRS).
Covers 1960 to 1965 and includes ERIC/CRIER identification numbers 5348 to 5727.

* Recent Doctoral Dissertation Research in Reading, Supplement 1
(ED 028 055, microfiche $0.75, hard copy $9.00 from EDRS).
Covers 1966 to 1968 and includes ERIC/CRIER identification numbers 6707 to 7051.

These bibliographies list dissertations completed in colleges and universities in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of Dissertation Abstracts were reviewed, and dissertations on reading were selected. Information on the procedures, design, and conclusions of each investigation is given in the abstract. Each entry includes complete bibliographic data and is listed alphabetically by author.

Copies of the documents in these references can be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or hardbound xerographic form. (See Appendix B for complete ordering information.)

* International Reading Association Conference Proceedings Reports on Elementary Reading
(ED 013 197, microfiche $4.25, hard copy $56.85 from EDRS).
Includes ERIC/CRIER identification numbers 5908 to 6252.

This basic reference lists the important papers published in the yearly conference proceedings of the International Reading Association in elementary reading from 1960 to 1966. The complete text of each paper is provided, and the 345 papers are presented within 16 subject categories. The documents in this reference can be ordered only as a complete unit.

* International Reading Association Conference Proceedings Reports on Secondary Reading
(ED 013 185, microfiche $2.25, hard copy $30.70 from EDRS).
Includes ERIC/CRIER identification numbers 5728 to 5907.

This companion volume to the preceding reference lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the International Reading Association from 1960 to 1966. The complete text of each paper is provided, and the 180 papers are presented within 12 subject categories. The documents in this reference can be ordered only as a complete unit.

* Indexes to ERIC/CRIER Basic References
(ED 030 004, microfiche $1.75, hard copy $21.95 from EDRS).
Covers 1950 to June 1967 and includes ERIC/CRIER identification numbers 2882 to 6706.

This reference tool provides indexes to ERIC/CRIER Basic References by broad subject, grade level, and author. The broad subjects are defined with descriptive phrases chosen from the documents.

Part I: 1967, 1968

7056
Amble, Bruce R. "Phrase Reading Development Programs," The Optometric Weekly, 59 (June 27, 1968) 13-17.

Five recent experimental studies of phrase reading programs are reviewed. Primary- and intermediate-grade materials from the Phrase Reading Development Program were used. Subjects included, in separate experiments, intermediate-grade pupils, junior high students, and ninth and tenth graders. The use of phrase reading with grade-3 students did not prove effective. The general conclusion for pupils over age 9 was that perceptual span, reading comprehension, and reading rate could be increased by phrase reading training. The findings of three of the experiments were obtained without significant advantage or change in reading vocabulary and were effective with students of low, medium, and high reading achievement. References are included.

6275
Berger, Allen. "Selected Review of Studies on the Effectiveness of Various Methods of Increasing Reading Efficiency," Journal of the Reading Specialist, 6 (December 1966) 74-87.

A chronological review of selected studies concerning methods for increasing reading efficiency is presented. Four major areas are emphasized: (1) the use of tachistoscopic and controlled pacing devices, (2) paperback scanning for increased rate and comprehension, (3) flexibility, and (4) retention of gains after the completion of a training program. A review of the literature indicates the need for further investigation of the effectiveness of methods for increasing reading efficiency. An extensive bibliography is appended.

6278
Bliesmer, Emery P. "1964 Review of Research in College-Adult Reading," The Philosophical and Sociological Bases of Reading. Yearbook of the National Reading Conference, 14 (1965) 237-56.

Reports of research appearing in published literature from September 1963 to September 1964 are reviewed within five main areas: (1) reading programs, (2) influences of reading and study skills and habits, (3) factors influencing reading and study habits and skills, (4) reading, study, and other habits, traits and skills, and (5) miscellaneous, including tests and testing and readability. A bibliography is included.

7078
Bliesmer, Emery P. "1966 Review of Research in College-Adult Reading," Junior College and Adult Reading Programs: Expanding Fields. Sixteenth Yearbook of the National Reading Conference, 16 (1967) 268-90.

Five major headings are used to review 121 research reports on college-adult reading: (1) programs (reports, evaluations, surveys, methods); (2) reading and study habits, traits, and skills; (3) influence of reading and study habits and skills; (4) factors influencing reading and study habits and skills; and (5) testing, readability, and miscellaneous areas. Articles dated from the time of preparation of last year's review through September 1966 are included. Several reports not included for reviews of earlier years are also incorporated. Major trends in research are pointed out within each of the major areas, as well as the scope and findings of individual studies. A bibliography is included.

7080
Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1967," English Journal, 57 (May 1968) 710-24.

Forty research studies relating to English language arts were selected from the Spring and Fall numbers of Volume I of "Research in the Teaching of English" for inclusion in this review. The studies are reviewed under the following headings: bibliographies, checklists and summaries of research; surveys of research and trends; general English pedagogy; composition; reading; oral expression; and language. The hypotheses, populations, procedures, and findings are described for each study. References are included.

7101
Cardon, Bartell W. "Sex Differences in School Achievement," The Elementary School Journal, 68 (May 1968) 427-34.

Studies pointing out sex differences in school performance and possible causes for these differences are presented. Girls are seen to have superior readiness skills before entering school and to begin reading sooner than boys. Reading speed and vocabulary differences favor girls, but no significant differences are noted in comprehension. Girls' overall academic performance is superior to that of boys. Some studies indicate genetic differences and credit girls with inherent superior language sense. Other studies point to more positive maternal influences on girls than on boys and to the effects of feminization in the schools. Boys' interests are not always in accord with school activities, a situation which can lead to conflicts and disruptions of academic progress. No single factor is seen to be the cause of the performance disparity; an interaction of sex, culture, achievement, and possibly heredity influence the differences. Readiness training for boys is seen as one method for reducing the achievement gap. A bibliography is included.

6298
Chandler, Theodore A. "Reading Disability and Socio-Economic Status," Journal of Reading, 10 (October 1966) 5-21.

Research relating specifically to reading failure and socioeconomic influences is reviewed. Among significant topics researched are occupational aspirations, books in the home, and good-reader parents as influential agents for normal achievement. Inadequate measurement of IQ through tests demanding reading skill is cited as a specific handicap for adequate recognition of disadvantaged children's ability to accomplish in reading. The question of the relation between delinquency and reading disability is raised, and related studies are cited. Experiential background is pointed out as an important factor in reading readiness. Also, the contrast of intellectual stimulation in upper- and lower-class homes is examined as a deterrent for academic accomplishment. Further investigation is urged. A bibliography is included.

7127
Cranney, A. Garr. "Recent Research in College and Adult Reading," College and Adult Reading. Second Annual Yearbook of the North Central Reading Association, 2 (1963) 25-43.

Research in college and adult reading which was printed for the first time after 1962 is summarized. Reviews of 25 studies are categorized under three headings: (1) reading programs: descriptions and evaluations, (2) reading habits: traits and characteristics, and (3) skill effects, tests, comprehension and other areas. Studies in the latter group include speed of idea collecting, the cloze procedure, testing, changes in IQ scores after reading training, comprehension, the effect of drugs on reading achievement, and readability. A bibliography is included.

7133
Della-Piana, Gabriel; Stahmann, Robert F.; and Allen, John E. "Parents and Reading Achievement: A Review of Research," Elementary English, 65 (February 1968) 190-200.

Research findings relating to the parents' role in children's reading achievement are reviewed. Areas of study discussed include cultural significance of parental involvement, parent education programs, parental environmental influence, mother-child interaction, and reading readiness. Implications of the research are varied, indicating several similarly effective treatments and the conditions under which each might be successful. A 67-item bibliography is included.

6329
Early, Margaret and Odland, Norine. "Literature in the Elementary and Secondary Schools," Review of Educational Research, 37 (April 1967) 178-85.

This survey of research reviews student response to literature, sources of material, and time devoted to the teaching of literature. A discussion of constructing tests to measure understanding, interpretation, evaluation, and literary taste is included. The development of more adequate research methodology for the study of the effects of reading literature and of teaching is urged. A bibliography is included.

7148
Emans, Robert. "History of Phonics," Elementary English, 65 (May 1968) 602-08.

Phonics instruction, though its popularity varied widely throughout its extensive history, seemed continually to return as a tool for reading instruction. But the form and emphasis of phonics changed with each new rise to the fore. From Ickelsamer's phonics method of 1534, through the influences of men such as Noah Webster and Horace Mann, and finally through more modern research, phonics has been systematically refuted, then praised, as a method for teaching reading. Currently, phonics is solidly entrenched in most classrooms, with debate surrounding only the method used to teach it. But though phonics has returned once again, its form has undergone major changes. A bibliography is included.

6337
Flax, Nathan. "The Clinical Significance of Dominance," American Journal of Optometry and Archives of American Academy of Optometry, 43 (September 1966) 566-81.

Fifty-eight studies dealing with dominance as a factor in reading retardation, especially visual dominance as it relates to reading disability, are surveyed. The lack of agreement concerning the nature of severe reading disability as well as the relationship of visual dominance to reading has produced conflicting studies. To illustrate the lack of agreement concerning the nature of severe reading disability, one report lists 16 synonyms for developmental dyslexia, each representing a different description and theoretical basis. This particular report concluded that while cerebral functional asymmetry relates to aphasia, the relationship of cerebral dominance to learning to read is, at this time, speculative. Eye dominance factors which involve an eye in terms of sighting, controlling, or predominating, do not relate at all to reading disability. Visual field dominance may be more promising, but the complexity of interhemispheric connections makes the possibility of finding easily identifiable relationships remote. Other aspects of visual function, apart from

dominance, are more likely to be helpful in understanding the reversal and perceptual problems of retarded readers. A bibliography is included.

7172
Glass, Gene V. and Robbins, Melvyn P. "A Critique of Experiments on the Role of Neurological Organization in Reading Performance," Reading Research Quarterly, 3 (Fall 1967) 5-51.

A review is presented of 15 empirical studies of the effect of therapy to improve neurological organization--as defined and prescribed by Delacato--on reading performance. The studies are reviewed and evaluated in the light of the controls and reported statistical analyses. Possible invalidating influences in the experiments are identified. References are included.

7187
Harris, Larry A. International Reading Association Conference Proceedings Reports on Elementary Reading. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1967) 51p.

The important papers published in the yearly conference proceedings of the International Reading Association in elementary reading from 1960 to 1966 are listed with annotations, and the complete text of each paper is provided. The 345 papers are presented within the following categories: (1) the objectives and goals in reading, (2) reading programs, (3) teacher education, (4) reading materials, (5) methods and grouping, (6) reading skills, (7) early reading instruction, (8) preschool reading, (9) reading readiness, (10) reading in the content areas, (11) reading and the bilingual child, (12) first-grade reading, (13) linguistics and reading instruction, (14) reading and the disadvantaged, (15) reading in other countries, and (16) the diagnosis and treatment of reading difficulty. This bibliography should be useful to practitioners and researchers interested in elementary reading. An author index is included.

6356
Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading July 1, 1965 to June 30, 1966," Journal of Educational Research, 60 (March 1967) 290-320.

One hundred and forty-three studies pertaining to reading are summarized and reviewed under four major divisions: sociology of reading, psychology of reading, physiology of reading, and teaching of reading. A bibliography is included for each major division.

7188
Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading July 1, 1966 to June 30, 1967," The Journal of Educational Research, 61 (February 1968) 243-64.

Summaries and reviews of 165 empirical research studies (July 1, 1966 to June 30, 1967) in the sociology, psychology, physiology, and teaching of reading are presented. Separate bibliographies follow each section. Sociology of reading subheadings include (1) environmental influences, (2) characteristics of reading materials, (3) reading habits and preferences, and (4) psycho-social effects of reading. The psychology of reading is subdivided into (1) psychological correlates of reading achievement, (2) aspects of the learning process, and (3) components of the reading task. Subtopics under the physiology of reading include (1) neurological aspects of reading, (2) sensory integration and reading, and (3) vision and reading. Studies in the teaching of reading include (1) federally supported studies of reading in grades 1 and 2, (2) the teacher and reading instruction, (3) analysis of reading materials, (4) the utility of phonic generalizations, (5) developmental aspects of reading instruction, (6) assessment and prediction of reading achievement, and (7) reading improvement.

6385
Kerfoot, James F. "Reading in the Elementary School," Review of Educational Research, 37 (April 1967) 120-33.

Significant research on reading in the elementary school which appeared in published literature from July 1963 to June 1966 is reviewed under the following headings: bibliographies and reviews, methods, U.S. Office of Education first-grade studies, early reading and readiness, factors in success and failure, inservice programs and evaluation, and interests and tastes. A bibliography is included.

6386
King, Martha L. and Ellinger, Bernice D. "An Annotated Bibliography of Critical Reading Articles," Elementary English, 44 (April 1967) 365-77.

Brief annotations are provided for published articles. The articles are divided into three categories: (1) a theoretical statement, (2) a report of a research study, and (3) a description of teaching methods and materials. An analysis of the articles included in the bibliography revealed that 10 percent were published during the 1940's, 35 percent during the 1950's, and 55 percent during the first half of the 1960's. One hundred and nineteen references are given.

6387
Kingston, Albert J., editor. "Research for the Classroom: Assigning Grades to Students in Special Reading Classes," Journal of Reading, 10 (October 1966) 39-42.

Suggestions for the diagnosis and remediation of reading difficulties and for the evaluation of pupil progress in reading are numerous. However, there are few suggestions on reporting pupil progress in reading. While considered unreliable indexes of reading growth, teachers' marks have been the most commonly used tool. Teachers' marks may be based either on a standard level of achievement which all pupils are expected to reach within a given instructional period, on individualized goals, or on the personal-social characteristics of the children. These three approaches to grading are far from desirable. Therefore, it is suggested that the traditional reporting systems be supplemented with informal evaluative measures and techniques which would bring about a closer cooperation between the school and the home in helping the child achieve desired goals. His progress could be reported through a dual marking system in which achievement is determined in terms of group norms and in terms of the child's own potentialities and abilities. Twelve sources are cited in this summary of research.

6388
Kingston, Albert J., editor. "Research for the Classroom: Content Textbook: Help or Hindrance?" by Walter Hill. Journal of Reading, 10 (March 1967) 408-13.

Research is cited to indicate the formidable reading-learning task presented by the American content area textbook. Criticism refers to the density of concepts, the difficult vocabulary, and the generalized impersonal style of presentation. Texts in mathematics, science, and history have specific problems in readability. Favorable results from modification through rewriting and creative teaching are cited. The evidence gained from research and experimental teaching tends to confirm the contention that the content area textbook, as traditionally used, probably is a real hindrance to the student as a tool for learning. A systematic program of instruction is urged for the development of comprehension-study skills for more successful mastery of all content area textbooks. A bibliography is offered.

6389
Kingston, Albert J., editor. "Research for the Classroom: Developing Critical Reading Abilities," by William Eller & Judith Goldman Wolf. Journal of Reading, 10 (December 1966) 192-98.

Numerous investigations on critical reading support two contentions: (1) critical reading ability is influenced by various factors which may

be either inherent in the reader or in the reading material and (2) critical reading ability can be fostered through systematic training. These studies imply that while intelligence and general reading comprehension are essential to critical reading performance, they do not guarantee the ability to read critically. Specific provisions should be made for the development and improvement of this ability, but instruction should be adjusted to individual differences in basic reading abilities. Fluctuations in critical reading performance should be expected. Thirty-three references are cited.

6390
Kingston, Albert J., editor. "Research for the Classroom: Mechanical Devices for Increasing Speed of Reading," by Carl L. Rosen. Journal of Reading, 10 (May 1967) 569-76.

Approximately 50 reports of investigations and expert opinion on mechanical devices for improving the rate of reading are reviewed. Conclusions drawn in these investigations suggest that there is very little definitive evidence to justify the random use of these mechanical devices with undifferentiated groups of students. Available research in this area lacks the methodology and design that would help control systematically and account for certain variables related to reading rate. Apparently, these mechanical devices have motivational value when used in combined reading programs, but not when used alone. Expert opinion recommends that the place of reading rate in the total reading program should be kept in proper perspective and that training in improving reading rate should be closely related to individual pupil needs and abilities. Educators should avoid the acquisition and use of these mechanical devices until more definitive research is available. A highly individualized and exploratory approach to the use of these devices is recommended.

6391
Kingston, Albert J., editor. "Research for the Classroom: Using Context to Determine Meanings in High School and College," by Lawrence E. Hafner. Journal of Reading, 10 (April 1967) 491-98.

Studies pertaining to the use of context, methods of instruction which promote context use, and factors related to this ability are reviewed. The ability to construct word meanings from context involves seeing relationships and inferring and paraphrasing meanings. The ability to use context is related to reading achievement, intelligence, and personality factors. Direct instruction can rectify weaknesses in context use if teachers remain cognizant of the motivational, personality, and educational factors which influence achievement. Specific procedures for teaching context use are available from several sources, and

additional heuristics relate to the reader's development of a more effective approach to context. A carefully devised explanatory context results in more effective communication. A bibliography is included.

6392
Kingston, Albert J., editor. "Research for the Classroom: The Word as the Unit of Language," by Wendell W. Weaver. Journal of Reading, 10 (January 1967) 262-68.

Twenty-one linguistic studies related to the minimal unit of language for effective reading are reviewed, and the following ideas are noted. Reading teachers tend to emphasize the word as an important language unit. They assume a one-to-one relationship between learning a word and learning a concept. Linguists prefer units such as phonemes and morphemes and analyze the language separate from its meaning. Psychologists suggest the phrase structure as the basic unit of language, contending that continuous prose is analyzed by kernel sequences and resynthesized into thought units. It is concluded that pragmatic evidence supports the word unit approach for successful language improvement and conceptualization in students. There are few applications of linguistic findings in teaching language to a native speaker or writer or in teaching listening and reading. However, the findings of psychologists and linguists are interesting and important, and a scientifically accurate psychology of language could revolutionize the teaching of reading. References are listed.

6398
Kress, Roy A. and Johnson, Marjorie S. Providing Clinical Services in Reading: An Annotated Bibliography. (Newark, Delaware: International Reading Association, 1966) 9p.

Eighty-eight items ranging in date from 1932 to 1966 are cited in this annotated bibliography on providing clinical services in reading. The listing is designed to aid those interested in setting up a reading clinic and is divided into two sections: an annotated review of the articles selected and a list of publications which deal primarily with a clinical approach to the diagnosis and treatment of reading problems. Entries include journal articles, books, and monographs and are arranged alphabetically according to author in each of the divisions. Articles which are reports of instructional approaches, specific case studies, or nonclinical material are not included.

7237
Laffey, James L. Recent Reviews and Bibliographic Resources for Reading Research. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1967) 88p.

Descriptive abstracts of especially useful reading research documents which were published between 1957 and 1966 are presented. Articles which reviewed research, analyzed topics in reading, or provided fairly extensive lists of references are included. The publication is organized alphabetically by year and contains an author index. The bibliography can be utilized to gain a general idea of the existing sources of research information related to reading. All items included have appeared in the published literature and can be located in libraries with good collections of journal literature in psychology and education.

6399
Lamana, Peter A. "A Summary of Research on Spelling as Related to Other Areas of the Language Arts," Journal of the Reading Specialist, 6 (October 1966) 32-39.

Abstracts of 16 studies related to spelling and reading are presented. Data from these studies are tabulated. The scope of research covers a period of 44 years, and the summaries deal with two areas: the spelling needs of children and the interrelationships between spelling and other facets of language arts. Some conclusions reached were (1) individualized approaches based on needs determined through written expression should be considered, (2) increased phonics does not increase spelling ability, (3) a broad language approach contributes most, (4) children who develop spelling through writing develop a more favorable attitude toward spelling, (5) spelling performance in practical situations is much better than is indicated by achievement tests, and (6) the amount of written language produced by children appears to be correlated with intelligence.

6400
Langer, John H. "Vocabulary and Concept Development," Journal of Reading, 10 (April 1967) 448-56.

This paper reviews 18 research studies pertaining to vocabulary and concept development, including some related to reading. It is designed to provide a background for viewing words and their accompanying meanings. Concepts are defined as general discriminatory ideas which must be symbolized to be effectively communicated. It is concluded that vocabulary has a direct relationship to concepts and the conceptual processes, that concept development is a gradual process in which concepts develop from simple to complex mental constructs which are evoked and labeled by signs which are usually words and which serve as guides for behavior, that a well developed structure of concept associations is a function of vocabulary-concept relationships, and that concepts are difficult to identify, isolate, evaluate, or study. References are listed.

6416
McAninch, Myrene. "Identification of Visual Perceptual Errors in Young Children," Vistas in Reading. International Reading Association Conference Proceedings, 11 (1966) 507-12.

Six aspects of visual perception abilities are defined: (1) form discrimination, (2) form constancy, (3) figure-ground differentiation, (4) part-whole relationship, (5) spatial organization, and (6) meaningful interpretation. Several instruments for testing each of these abilities and combinations of these abilities are presented. Although instruments are available for the identification of visual perceptual errors, these tests at best provide only a gross measure of perceptual dysfunction and afford highly unreliable results. The question is raised as to whether the testing instruments measure skills relevant to the reading process. A bibliography is included.

6434
Miller, David. "A Review of Speed-Reading Theory and Techniques for the Ophthalmologist," American Journal of Ophthalmology, 62 (August 1966) 334-38.

Reading efficiency is generally measured in words per minute read on a standardized reading passage which is followed by a comprehension test. Analysis of a subject's eye movements using the ophthalmograph or the electro-oculogram measures fixations per line of print. Increasing reading speed has been shown to increase comprehension. Speed reading courses attempt to train the reader to increase the number of words per fixation and to adopt a visual-memory form rather than an oral form of reading. Research has shown that speed of reading is rarely related to refractive errors, muscle imbalance, or fine binocularity. Some research results indicate that there are physiologic limitations that define a maximal attainable reading speed. Research on such factors as conduction time from eye to cortex, processing time, saccadic movements, and peripheral visual acuity is reviewed in order to define a maximum attainable reading speed. A bibliography is included.

7280
Mower, Morris Leon and Barney, LeRoy. "Which Are the Most Important Dictionary Skills?" Elementary English, 65 (April 1968) 468-71.

The importance of knowing certain dictionary skills was rated by authorities representing leading publishers of college dictionaries. Rating sheets given to each of the authorities contained lists of dictionary skills and a five-point scale for rating the importance of each. Knowledge of pronunciation keys, location, meaning, and spelling skills were considered important. It was concluded that all of these skills should be taught in elementary schools. References and tables are provided.

6439
Muehl, Siegmar and King, Ethel M. "Recent Research in Visual Discrimination: Significance for Beginning Reading." Vistas in Reading. International Reading Association Conference Proceedings, 11 (1966) 434-39.

Fifteen recent research studies concerning visual discrimination are included, and their implications for beginning reading instruction are presented. Results are cited in the areas of transfer of discrimination learning, identification of significant discrimination cues, effectiveness of simultaneous or successive material presentation in matching tasks, success of cue combinations for sight reading, and relationships between letter-naming ability and reading success. Teaching recommendations based upon the research are presented as follows: (1) All visual discrimination training should be with word and letter stimuli. (2) The simultaneous matching format which exists in most prereading books is adequate. (3) The earliest visual discrimination exercises should use letter stimuli. (4) Just prior to beginning reading instruction, visual discrimination exercises should combine sound and meaning with visual word form. (5) At the beginning of a reading lesson, students should have practice in discriminating among new vocabulary. (6) Additional cues such as pictures and student pronunciation should be given with new, similar vocabulary words. Further research is recommended. References and charts are included.

6441
Muskopf, Allan F. and Robinson, H. Alan. "High School Reading--1965," Journal of Reading, 10 (November 1966) 78-87.

Eighty-one items are included, though not all are annotated, in this eighth annual summary of professional literature on junior and senior high school reading. Topics treated are appreciation of literature, comprehension, content areas, critical reading, developmental reading, disadvantaged students, English, evaluation, individualization, interests, leisure reading, library, literature, newspaper, noncollege bound, paperbacks, personality, poetry, program, purposes, reading rate, readability, reading centers, reading specialists, remedial reading, science, social studies, study skills, teacher education, techniques, textbooks, vocabulary, and vocational education. The reviewers concluded that a marked interest was shown in providing reading materials and approaches that meet the needs of the noncollege bound student, and they strongly suggested that a common theory, a core of skill approaches, and a set of procedures and techniques be devised which will avoid vagueness and theory repetition in all areas of high school reading. A bibliography is included.

6445
Neville, Donald. "Learning Characteristics of Poor Readers as Revealed by the Results of Individually Administered Intelligence Tests," Vistas in Reading. International Reading Association Conference Proceedings, 11 (1966) 554-59.

The performance of poor readers on individually administered intelligence tests was studied to relate training approaches to the deficits most frequently exhibited. The research used the Wechsler Intelligence Scale for Children (WISC) or another of the Wechsler scales; though, where possible, the Stanford-Binet and the Illinois Test of Psycholinguistic Ability were also used. The Peabody Picture Vocabulary Test was employed only once. Data were collected by comparing the poor reader's total score with the subscores of the same test, by matching poor and good reader groups on their total and subscores, and by comparing good and poor reader groups selected on the criterion of IQ range. Twelve previous studies using WISC were also considered. It was found that poor readers were weak in verbal skills mainly related to school learning, in auditory and visual memory of nonmeaningful material, in the ability to organize separate auditory or visual stimuli into meaningful wholes, and in visual discrimination and association. It was hypothesized that the deficiencies fall into two categories, those predating the reading disability and those resulting from it. Training approaches should stress those activities which will improve the predating group: auditory memory, visual memory association, the organization of parts into wholes, and deductive learning. A bibliography is given.

6455
Penn, Julia M. "Reading Disability: A Neurological Deficit?" Exceptional Children, 33 (December 1966) 243-48.

Published medical studies of dyslexia as reading disability are reviewed and discussed under the following headings: (1) specific dyslexia in medical literature, (2) genetic studies of reading disability, (3) evidence implicating neurological injury, (4) further supporting evidence (of prenatal trauma), and (5) other theories of causation. It is concluded that in a majority of cases (approaching 75 percent) of nonreading children, the primary disability cause is neurological impairment or neurological maturational delay resulting from minimal neurological injury. Fifty-five references are included.

6457
Petty, Walter T. and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education," Elementary English, 44 (April 1967) 392-401, 430; 492-517.

A summary of 115 studies relating to English language arts in the elementary grades is reported. The reviewers have included the research published in journals during 1966. Subjects investigated include language learning and children's affective meaning systems, studies on listening and oral language, written communication, the effects of teaching methods on spelling achievement, and the stimuli affecting creative writing.

6460
Plessas, Gus P. Sources of Reading Research: An Annotated Bibliography. (Newark, Delaware: International Reading Association, 1965) 6p.

This annotated bibliography on sources of reading research includes 39 citations ranging in date from 1924 to 1964. Its divisions include standard references, journals and periodicals, and bibliographies and summaries. Titles grouped under standard references are primary or general sources; titles listed under journals and periodicals are regular or annual summaries. Those listed under bibliographies and summaries are occasional or single sources, often dealing with special areas of reading research. Entries in the first two divisions are arranged alphabetically according to title. Bibliographies and summaries are arranged alphabetically according to author or publication source. Listings include books, journal articles, monographs, and microfilm material.

6465
Rankin, Earl F., Jr. "The Cloze Procedure--A Survey of Research," The Philosophical and Sociological Bases of Reading. Yearbook of the National Reading Conference, 14 (1965) 133-50.

Research on the cloze procedure in relation to its use as a measuring device and a teaching device is reported. The research is organized under general reading achievement, specific reading comprehension, reading gain, reading diagnosis, validity, measurement of verbal abilities, the measurement of listening, the measurement of foreign language achievement, and methodological considerations. A bibliography is included.

6475
Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading, July 1, 1965 to June 30, 1966," Reading Research Quarterly, 2 (Winter 1966-67) 5-126.

The findings of 306 reading studies reported from July 1, 1965, to June 30, 1966, are discussed. These studies are divided into six major categories: summaries of specific topics, teacher preparation, the sociology of reading, the psychology of reading, the teaching of reading,

and the reading of atypical learners. Studies cited within the psychology of reading category show an increased interest in intellectual abilities and creativity, personality and reading, and readability with emphasis on the cloze procedure. Those cited within the teaching of reading category show expanding research at the primary level. The need for additional research in the field of reading sociology is evident. Entries include journal articles, books, and conference proceedings. An annotated bibliography of the 306 titles is included.

7322
Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading, July 1, 1966 to June 30, 1967," Reading Research Quarterly, 3 (Winter 1968) 151-301.

Three hundred and ten reports of research dealing with reading which were published from July 1, 1966, to June 30, 1967, are summarized. The studies are grouped into six major categories: (1) specific topics, such as beginning reading, grouping, and reading disability; (2) practices and preparation of teachers; (3) the sociology of reading, including such topics as investigations of mass media, readership, and the effect of reading; (4) the physiology and psychology of reading, including studies in such areas as perception, language, and factors related to reading disability as well as a new area of investigations concerned with home and family relationships; (5) the teaching of reading; and (6) the reading of atypical learners. Studies of instructional techniques and materials have been greatly expanded by the U.S. Office of Education First-Grade Reading Studies and the second-grade extension of some of them. An annotated bibliography of 310 titles is included.

6482
Rutherford, William L. "Vision and Perception in the Reading Process," Vistas in Reading. International Reading Association Conference Proceedings, 11 (1966) 503-07.

Research on visual problems and visual perception in relation to learning to read is reviewed, and the following ideas are noted. Vision begins when light strikes the retina. Once the visual image is formed, perception begins. There is no concensus among authorities concerning the relationship between visual defects and reading. The importance of ocular control and depth perception cannot be overstressed. Research has shown that a young reader must fixate his eyes twice on each word in order to recognize it. Symptoms of visual difficulties which a teacher might observe include losing the place while reading, moving the head frequently while reading, strained posture, tension while doing close work, facial contortion, and excessive eye rubbing. The successful reader must be able to locate objects in space. Training in perception can

increase reading achievement. The two categories of perceptual training, basic and advanced, are discussed. Nineteen articles are cited.

6484
Sartain, Harry. Individualized Reading: An Annotated Bibliography. (Newark, Delaware: International Reading Association, 1964) 8p.

An annotated bibliography dealing with individualized reading is presented. The bibliography contains references to fairly recent books, book lists, research summaries, and experimental studies and is considered representative of the literature. Sixty-two references are cited.

6495
Singer, Harry. "An Instructional Strategy for Developing Conceptual Responses in Reading Readiness," Vistas in Reading. International Reading Association Conference Proceedings, 11 (1966) 425-31.

A review of 49 studies is presented as a framework supporting the thesis that the development of a conceptual response system (an intermodal communication system) in reading readiness can be facilitated by means of a deliberate instructional strategy. This strategy at the reading readiness level consists of the formation of kinesthetic, auditory, and visual associations to a class of objects in close temporal contiguity with each other and with the printed symbol which represents the objects. This program constitutes the first stage in the sequential development of an hierarchically organized working system that can be mobilized for attaining speed and power of reading. In this initial stage of reading readiness, each lesson is designed to contribute to the development of a subsystem or conceptualized response to the printed word. This subsystem can be described as a communication system of mutual interfacilitation for responding to the printed word. A bibliography is included.

6498
Spache, George D. Classroom Organization for Reading Instruction: An Annotated Bibliography. (Newark, Delaware: International Reading Association, 1965) 19p.

This annotated bibliography refers to 111 items on classroom organization for reading. The books are grouped within the following areas: (1) general sources which refer to classroom organization, basic criteria, goals, beliefs, and practices; (2) group dynamics which deal with such aspects as the analysis of group interaction and behavior, teacher-group interaction and leadership; (3) homogeneous versus heterogeneous grouping; (4) cross-class grouping, one variety of homogeneous grouping;

(5) programed instruction as a possible adjunct or substitute for conventional instruction; (6) team teaching and educational television; (7) pupil teams, the grouping of children so that they can help each other; (8) the language experience approach which represents the effort to adapt beginning reading instruction to the pupil's own language ability; (9) individualized reading; (10) descriptive studies; and (11) comparative studies.

7366
Staiger, Ralph C. "Language Arts Research: 1966," Elementary English, 64 (n.m. 1967) 617-38.

This bibliography of 381 language arts studies underway or completed in 1966 was compiled with the help of the National Conference on Research in English. It lists references of earlier bibliographies and classifies the research into the following categories: programs and curricula; vocabulary; linguistics; dialects; language development; mass communication; materials and analysis; bilingualism; reading: process; reading: elementary school; reading: secondary school; reading: college and adult; reading: corrective writing; grammar and usage; spelling; speaking and speech correction; listening; teacher education; psychological relationships; college English; literature, poetry appreciation; library; and dramatics.

6507
Strang, Ruth. "Exploration of the Reading Process," Reading Research Quarterly, 2 (Spring 1967) 33-45.

Research on the dynamic process by which individuals of different abilities and backgrounds comprehend and interpret what they read is discussed as a prerequisite to effective teaching. Various methods employed to study the reading process, such as analysis of errors, introspective-retrospective verbalization, case studies, and observation of individuals' responses to reading situations, are noted. Four doctoral dissertations which explore some aspect of the reading process are described. The first is a study of the underlying mental abilities that may facilitate or block reading achievement. The second uses a combination of methods to ascertain the reading process that severely retarded readers employ in trying to comprehend two types of selections. The third is an exploration of the relation between self-concept and achievement; the fourth is an example of the use of a modified critical incident technique to obtain information on the influence of reading on high school students' concepts, attitudes, and behavior. References are listed.

7373
Summers, Edward G. International Reading Association Conference Proceedings Reports on Secondary Reading. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1967) 28p.

The important papers on the topics of junior and senior high school reading published in the yearly conference proceedings of the International Reading Association from 1960 to 1966 are listed, and the complete text of each paper is provided within the following categories: (1) reading programs, (2) reading personnel, (3) methods and grouping, (4) developing reading skills, (5) materials, (6) reading and content areas, (7) developing interests and tastes, (8) linguistics and the teaching of reading, (9) the library and the reading program, (10) reading and the bilingual student, (11) reading and the disadvantaged, and (12) the diagnosis and treatment of reading difficulties. This bibliography should be useful to practitioners and researchers interested in secondary reading.

6509
Summers, Edward G. "Reading in the Secondary School," Review of Educational Research, 37 (April 1967) 134-51.

Reviews of 141 research studies on secondary reading published between July 1963 and June 1966 are included. Classification divisions of these materials are (1) bibliographies and reviews, (2) program description and evaluation, (3) reading in content areas, (4) factors related to reading achievement, (5) reading skills and achievement, (6) development of interests, tastes, and attitudes, and (7) reading problems. A need for better coordination of previous research as well as new attacks on questions consistently raised is indicated. It is suggested that needless research duplication be avoided by formulating a speculative, comprehensive statement of the total milieu within which secondary reading instruction operates and following it by adequately financed interdisciplinary research. The categorical divisions of this review as well as other consistent reading research problems are proposed as a starting point for such study. A bibliography is included.

7374
Summers, Edward G. Recent Doctoral Dissertation Research in Reading. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1967) 214p.

A listing of dissertations completed in colleges and universities from 1960 to 1965 in the areas of preschool, elementary, secondary, college, and adult reading is reported. Relevant issues of "Dissertation Abstracts" were reviewed, and dissertations on reading were noted. As much as possible of the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete

bibliographic data. Three hundred and seventy-nine dissertations are listed alphabetically by the author's last name.

6510
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part I," Journal of Reading, 10 (December 1966) 169-84, 187.

Nineteen doctoral dissertations reported in "Dissertation Abstracts" for 1964 are annotated. The doctoral studies carried out in the field of reading on the elementary, secondary, and higher education levels are surveyed. Bibliographical and ordering information are included.

6511
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part II," Journal of Reading, 10 (January 1967) 243-57.

Twenty-six doctoral dissertations related to reading which were reported in "Dissertation Abstracts" for 1964 are annotated. Bibliographical and ordering information are included.

6512
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part III," Journal of Reading, 10 (February 1967) 305-27.

Forty-one doctoral dissertations as reported in "Dissertation Abstracts" for 1964 are annotated. A similar bibliographical listing, published by the Journal of Reading in its preceding two monthly issues, is continued. All necessary information regarding the purchase of either microfilm or xerographic copies of the dissertations has been included.

6513
Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part IV," Journal of Reading, 10 (March 1967) 383-92.

Sixteen doctoral dissertations reported in "Dissertation Abstracts" for 1964 are annotated. Complete bibliographical and ordering information is included.

7378
Summers, Edward G. and Laffey, James L. "Doctoral Dissertations in Reading in Secondary School and College," Journal of Reading, 11 (May 1968) 605-08, 662-74.

This annotated bibliography includes doctoral research on secondary and college and adult reading reported in "Dissertation Abstracts" for 1965. A brief résumé of the contents of the 22 reported studies is followed by individual citations and abstracts for each, which include as much as possible of the statement of the dissertation problem, procedures, research design, findings, and conclusions. All the necessary information regarding purchase of either microfilm or xerography copies has been included.

7375
Summers, Edward G. and others. Published Research Literature in Reading, 1900-1949. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1968) 496p.

This bibliography presents 2,857 citations and annotations on published research literature on reading taken from the annual summaries of investigations on reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the annual summaries for 1900 to 1949 were transferred to magnetic tape which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

7376
Summers, Edward G. and others. Published Research Literature in Reading, 1950-1963. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1967) 398p.

This bibliography presents 1,913 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the annual summaries for 1950 to 1963 were transferred to magnetic tape which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum

from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

7377
Summers, Edward G. and others. Published Research Literature in Reading, 1964-1966. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1968) 180p.

This bibliography presents 849 citations and annotations on published research literature on reading taken from the annual summaries of investigations on reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the annual summaries for 1964 to 1966 were transferred to magnetic tape which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

6516
Tinker, Miles A. "Experimental Studies on the Legibility of Print: An Annotated Bibliography," Reading Research Quarterly, 1 (Summer 1966) 67-118.

More than 200 experimental studies on the legibility of print together with related and supplementary annotated reports are listed. The studies and reports are organized under the following headings: methodology; legibility of letters, digits, and other symbols; kinds of type or type form; size of type, line width, and leading; color of print and background; printing surfaces; newspaper typography; special reading situations; relative supplementary reports; summaries and surveys; and illumination reports relevant to the hygiene of reading. It is concluded that providing optimal legibility is important in our daily lives. Publications in the field of legibility furnish a fairly adequate basis on which to prescribe print for rapid and easy reading and for visual discrimination in a variety of situations.

6517
Tinker, Miles A. "The Ten More Important Legibility Studies--An Annotated Bibliography," The Reading Teacher, 20 (October 1966) 46-48, 53.

Ten important legibility studies are summarized. Both typewriting and manuscript (in that order) were read faster than cursive script (Bell, 1939). Transcriptions of Library of Congress materials were made faster from cards than from bound reproductions (Bryan, 1943). The following print styles were most appropriate for the given age group--Old Style Antique for children under 12; Imprint, Plantin, or Times New Roman for children over 12; and 10 or 11 point for adults (Burt, 1959). No apparent difference in visual fatigue was found between prolonged reading of print and microfilm (Carmichael and Dearborn, 1947). Appropriate type size for the given age group was 14 point for grade IIA and 10 and 12 point for grade IIIB (McNamara, Peterson, and Tinker, 1953). A detailed study of letter legibility with recommendations for improvement was made (Ovink, 1938). Black print on white paper was more legible than white print on black paper (Taylor, 1934). Specifications for a printed page of optimal legibility were given (Paterson and Tinker, 1940). Results of a study on the relationship of typeface to legibility were reported (Rothlein, 1912). Significant differences in reading speed resulted from varying line lengths (Wiggins, 1964).

6521
Van Gilder, Lester L. "Improving the Comprehension of the Emotionally Disturbed," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 205-07.

Summaries of selected studies on different factors related to reading disability at the high school and college levels indicate that no single cause or factor is responsible for reading difficulties. Although the results of these studies often conflict, pertinent research suggests that physical, intellectual, and emotional factors, as well as associative learning, affect reading ability. They may act at different times either as predisposing factors or as precipitating factors. A single factor will become functional only in connection with other factors as part of a psychopsychological matrix. Because of the complexity of underlying causes of reading disability, the ultimate goal of reading instruction must be the modification of the student's personal and social adjustment whenever it impedes his reading ability.

6523
Venezky, Richard L. "Reading: Grapheme-Phoneme Relationship," Education, 87 (May 1967) 519-24.

Studies at Cornell University based on the 20,000 most common English words suggested that English orthography is a more regular and complex system than many linguists and educators believe. New terminology was used to classify all English spelling units into marker and relational unit patterns which would produce a reading program based on a complete understanding of English spelling-to-sound relationships. The term

"relational unit" was applied to graphemes and grapheme strings which are pronounced in producing words and phrases from printed forms. The term "marker" was applied to unpronounced graphemes which tell something about the pronunciation of relational units. English orthography was divided into five marker groups which indicate correct word pronunciation--markers of vowel correspondences, markers of consonant correspondences, markers of morphemic patterns, simple vs. compound vowel units, and simple vs. compound consonant units. The suggested reading program would teach beginning readers that many English spellings have alternate pronunciations and that clues exist which determine the correct pronunciation for a given word. New experiments which could lead to improved pedagogy were suggested. References are listed.

6525
Vernon, Magdalen D. Visual Perception and Its Relation to Reading: An Annotated Bibliography. (Newark, Delaware: International Reading Association, 1966) 12p.

This annotated bibliography presents abstracts of 55 studies ranging in date from 1952 to 1965 within four headings: perception of shape by young children, perception of words by children, perception in backward readers, and perception of shapes, letters, and words by adults. Listings include journal articles, books, and monographs and are arranged alphabetically according to author within each category. Short introductory remarks by the compiler are included before the divisions.

6531
Wark, David M. "Twenty-Five Years of Research on Adult Reading," The Philosophical and Sociological Bases of Reading. Yearbook of the National Reading Conference, 14 (1965) 218-23.

Seven hundred and twenty-nine studies in college and adult reading were categorized under 22 topics in rank order of their occurrence from 1935 to 1960. An overview of major research interests and trends over five 5-year periods is presented. No specific references are cited. It is suggested that social events such as World War II, the influx of returning veterans, technological advances, growing concern for minority groups, and individual stimulation have had discernible effects on the direction of reading research.

7393
Weaver, Wendell and Bickley, A. C. "The Retrieval of Learning Sets by the External Display of Reading Materials," Junior College and Adult Reading Programs: Expanding Fields. Sixteenth Yearbook of the National Reading Conference, 16 (1967) 38-46.

There are usually assumed to be three types of reading processes: reading familiar material, reading unfamiliar or difficult material, and reading individual words or letters. Photographs of eye movements reflect these differences in the number and regularity of fixations, with more fixations and regressions occurring in more difficult material. Research indicated that it would be impossible for the nervous system to transfer information as quickly as it appears to do, so it is assumed that "peripheral coding allows the triggering of integrated sequences as units." However, difficult or new material requires control by the central nervous system, since the material is not "in storage." Besides peripheral coding, bilateral context aids in information input. The reader takes in material to the right and left of the fixation and obtains cues to what the central word will be. Regressions are an indication that the input was not fully processed and had to be repeated. Simple material, which has less information to be processed, causes few regressions. With more difficult material, processing cannot stay abreast of input, and numerous regressions occur. Eye movements seem to show the amount of processing which is taking place. A bibliography is included.

7229
Weaver, Wendell W. and Kingston, Albert J. "Psycholcgical Examinations of Newer Dimensions of Linguistics and Their Implications for Reading," Journal of Reading, 11 (December 1967) 238-42.

The implications of linguistic research and theory for the psychological study of the reading process are reviewed. Translation of theory and research findings into practice has been hindered by the attempt to analyze language from the parochial view of a particular discipline. Generative-transformational grammatical theories have triggered research attempting to show that linguistic variables are causative of several kinds of behavior variation. Descriptive linguists dealing more directly with empirical linguistic findings have focused on correcting inadequacies in reading instruction based on faulty linguistic knowledge. The unit of language is regarded as larger than the word. Temporal patterning is an area of great potential for psychological research. The use of linguistic findings by teachers of reading presents difficulties because (1) on a number of major issues linguists give separate instructions about what the teacher of reading should do, (2) on a number of other major issues the linguist himself is not sure what the teacher of reading should do, (3) on most of the major issues the linguist is still operating more on theory than on evidence, and (4) some aspects of linguistic theory appear untestable in principle, e.g., the ideal of "deep structure." References are included.

7230
Weaver, Wendell W. and Kingston, Albert J. "Questioning in Content Reading," Journal of Reading, 11 (November 1967) 140-43, 150.

Twenty-five studies pertaining to questioning procedures in content materials and in reading-improvement books are reviewed, and the following conclusions are noted. (1) Questioning of one kind or another facilitated learning. (2) Subjects learned more if tested periodically on material which they were reading. (3) Presentation of questions before reading a passage facilitated learning of the portion to which the questions related. (4) Questions for specific content answer were most effective when responses were required and when knowledge of results was known. (5) Another class of questions was not effective when presented before material was read, but facilitated learning when presented after the material was read. (6) Some questions spaced through the material aided in maintaining efficient eye movements over long periods of time. (7) Adapting research findings to reading improvement materials proved less formidable than did moving textbooks towards this format. A bibliography is included.

7231
Weaver, Wendell W. and Kingston, Albert J. "Recent Developments in Readability Appraisal," Journal of Reading, 11 (October 1967) 44-47.

Twenty-seven research studies concerning the concept and measurement of readability are reviewed, and the historical background of and interest in readability are discussed. It is noted that the typical readability formula involves the systematic sampling of running words which are then analyzed according to frequency, complexity, and sentence length. Modifications are suggested for the improvement of existing formulas. The cloze procedure is discussed as a recent method of estimating readability, taking into account concepts and language structure. Subsequent studies which have sought to systematically examine language variables such as word position, grammatical classification, and syntax are noted. And, the major weakness of readability formulas is concluded to be their dependence upon correlational techniques alone. Cross validation studies are recommended. A bibliography is included.

6536
Weiner, Paul S. "Auditory Discrimination and Articulation," Journal of Speech and Hearing Disorders, 32 (February 1967) 19-28.

Reviews of studies concerning the relationship of auditory discrimination and articulation present the following points: Auditory discrimination cannot be directly measured. Pure measures of behavioral functions probably cannot be achieved. Many of the devices used tend to confound discriminatory ability with other abilities, such as knowledge of vocabulary. On the basis of these studies, a number of conclusions can be drawn: (1) auditory discrimination is a developmental process; (2) the relationship of auditory discrimination to intelligence varies with the type of test administered; and (3) there is evidence to support

the hypothesis of a link between auditory discrimination and articulatory defects up to the age of 8 or 9. In the future, there should be an increase in construct validation with a greater awareness of the characteristics of various types of tests. And there should be a more systematic investigation of the relationship of auditory discrimination to articulatory defects according to age level. More longitudinal tests are needed. A bibliography is included.

7407
Weintraub, Samuel. "Research," The Reading Teacher, 21 (October 1967) 67-71.

Research exploring the questions "Do teachers read?" "And, if so, what do teachers read?" has not provided concrete answers, but it points to a lack of serious reading by both undergraduate education majors and established teachers. Magazines, newspapers, and escape reading predominate, rather than professional books or journals. In schools where administrators referred to specific professional articles, teachers' reading tended to improve; perhaps further positive action of this kind is one means of encouraging teachers to read more and increase their knowledge of current issues in education. References are included.

7400
Weintraub, Samuel. "Research," The Reading Teacher, 21 (November 1967) 169-73.

A recap of some research on reading flexibility published from 1917 to 1966 indicates that elementary pupils have a very nebulous understanding of both the concept and the skills involved (Sister M. Herculane, 1961). Secondary pupils have recorded ability to establish varied reading speeds and skills based on different materials and purposes, but they usually learn this on their own, and the ability is poorly developed at the elementary level. Studies such as Braam's in 1963, Mitchell's in 1965, Harris's in 1965, and Smith's in 1966 have indicated that reading flexibility can be taught effectively on levels from elementary grades through college. If a good reader is a flexible reader, reading programs should include instruction in flexibility skills and concepts. References are included.

7401
Weintraub, Samuel. "Research," The Reading Teacher, 21 (December 1967) 283, 285.

Impressively consistent research dating from 1939 to 1966 clearly indicates that textbook reading calls for early training in developing

varied and specific skills and for improvement in the texts themselves. Smith (1964) analyzed the diverse tasks a pupil must handle; Dolch (1939) examined the density of facts in texts; and Serra (1953) pointed up the excessive concept load in textbook reading. Curtis (1938), Johnson (1953), Mallinson, et al (1950), Leavell and Hollister (1935), Arnsdorf (1962), and Stauffer (1966) detailed vocabulary problems pupils face, noting that texts present hundreds of new terms for which pupils have never been prepared. Many of these studies also criticized the concept load and structural patterns of texts. Research in this area calls for text improvement and for reading instruction designed for textbook users. References are included.

7404
Weintraub, Samuel. "Research," The Reading Teacher, 21 (January 1968) 369-73, 401.

Selected research concerned with eye-hand preference and its relationship to reading is grouped as follows: three studies dealing with laterality and the changes which take place with age, eight studies concerning laterality and reading achievement, and three studies exploring the possibility that laterality may be linked with neurological differences. The following trends are noted from the research: (1) hand preference in general becomes more stable with age; (2) little relationship between laterality and reading achievement has been established; and (3) mild neurological damage may cause certain eye-hand patterns. References are included.

7402
Weintraub, Samuel. "Research," The Reading Teacher, 21 (February 1968) 465-71.

In a survey of research on audiovisual aids used in reading instruction, emphasis is placed on less ordinary materials, such as television, motion pictures, and records. One group of studies which utilized a wide variety of AV materials is examined. A second group, which concentrated on television reading instruction, is also surveyed, though it is noted that surprisingly little research has been done in this field. Films and filmstrips comprise the AV media dealt with in a third segment. Creative use of the tools now available and a careful evaluative followup are encouraged. References are included.

7403
Weintraub, Samuel. "Research," The Reading Teacher, 21 (March 1968) 567-71, 607.

The cloze procedure, a technique where words are deleted from a passage on some specified criterion and replacements are scored on the basis of being the exact word or a synonym, has been investigated as a measure of readability and of comprehension. Researchers have found that cloze scores are valid and reliable predictors of readability and that these scores correlate positively with scores on reading comprehension tests. Cloze appears to be a promising answer to the need for a valid, reliable, and simple measure to help teachers predict the usefulness of a given piece of material with a particular group of pupils. References are included.

7405
Weintraub, Samuel. "Research," The Reading Teacher, 21 (April 1968) 663-69.

The research reviewed is concerned with factors which affect reading rate. Several studies and surveys conducted from 1884 to 1939 to locate general factors affecting rate are summarized in an opening segment. In other research, rate of thinking and/or individual pacing was examined to determine its effect on reading speed. Still other factors, such as motivation, physiological differences, musicality, and legibility of print make up the content of a third group of studies. In a summary of the research, two main conclusions are reached: (1) Factors influencing rate are complex and probably include physical, psycholcgical, and mental factors, "as well as factors outside the reader." (2) For various reasons, it seems that not all children can be rapid readers, and the classroom teacher must adapt reading instruction to the individual. References are included.

7406
Weintraub, Samuel. "Research," The Reading Teacher, 21 (May 1968) 769-73.

Studies investigating oral language fluency (excluding vocabulary) and reading achievement found little relationship between these variables. Measures such as the total number of words used, the length and complexity of sentences, and the number of different words used have been compared with readiness at the first-grade level and with the reading achievement of older children. It seems that the lack of any positive relationship may be due to the inadequacy of these measures of oral fluency. Because research has demonstrated that "maturity in language is a function of environment and intelligence," a certain level of verbal ability is essential for reading success; however, children must learn the differences between conversation and spoken prose. Further research in this area is needed. References are included.

6537
Weintraub, Samuel. "What Research Says to the Reading Teacher: Illustrations for Beginning Reading," The Reading Teacher, 20 (October 1966) 61-67.

Some research on the effects of illustrations on three aspects of reading achievement is reviewed. The three reported studies which deal with the effect of illustrations on comprehension are inconclusive--one is favorable, one finds no difference, and one is unfavorable to the inclusion of illustrations. One study is reported which supports the view that pictures are an aid in teaching sight words. Ten studies are reported which examine effects of illustrations on children's interest. Fourteen references are included.

6538
Weintraub, Samuel, editor. "What Research Says to the Reading Teacher: Listening Comprehension," by Debrah Weiss. The Reading Teacher, 20 (April 1967) 639-47.

This article discusses the relationships between listening and reading comprehension as receptive communication skills. Attention is directed to a review of research concerned with the isolation of a distinct listening factor and conditions affecting listening comprehension as measured by an adapted cloze technique. Studies on the improvement of listening in the intermediate grades are briefed. The conclusion is drawn that if parallels between listening and reading instruction can be constructed, then crash attempts to improve listening skills should be avoided. Also, the exclusive use of tapes is questioned. Further study of the interference of dialect differences in oral and written material is recommended. References are listed.

6539
Weintraub, Samuel. "What Research Says to the Reading Teacher: Pupil Conceptions of the Teacher," The Reading Teacher, 20 (February 1967) 441-46.

Fourteen articles concerned with investigations of teacher-pupil relationships and/or reports on how pupils view teachers are reviewed. They indicate that students want to be understood, that they want a sympathetic teacher, that they want a teacher with a sense of humor, and a teacher who can teach. However, pupil statements are often difficult to interpret since definitions of the terms they use are unclear. These articles suggest means by which classroom teachers can get feedback from their pupils and can assess their effectiveness in the area of teacher-pupil relationships.

6540
Weintraub, Samuel. "What Research Says to the Reading Teacher -- Readiness Measures for Predicting Reading Achievement," The Reading Teacher, 20 (March 1967) 551-58.

A review of recent research indicates that current predictive measures of success in beginning reading have lower correlations with the criterion than would be desirable, particularly when used with children from other than middle-class cultures. The readiness factors cited are number subtests, visual discrimination, auditory discrimination, IQ, Bender Gestalt visual motor skills, Draw-A-Man, verbal fluency, speech patterns, and attention span. The research strongly suggests the need to investigate other types of measures than those now in existence. Eighteen references are included.

6541
Weintraub, Samuel. "What Research Says to the Reading Teacher: Reading Graphs, Charts and Diagrams," The Reading Teacher, 20 (January 1967) 345-49.

A survey of research was taken relative to (1) whether pupils use graphic materials, (2) whether children can be taught to use them, and (3) what seems to be a logical progression in teaching skills of reading charts, diagrams, and graphs. It was found that the presence of graphs and charts in texts did not necessarily increase understanding of the material. The studies indicated that children from grade 1 up can be taught the skills necessary to read graphic materials and that there is a developmental sequence in teaching children to read them, beginning with picture charts, moving to simple graphs and then to more difficult graphs. Research also showed that the reading of diagrammatic materials can be taught, but, as with graphs and charts, there must be an organized plan of instruction. References are included.

6542
Weintraub, Samuel. "What Research Says to the Reading Teacher: Sex Differences in Reading Achievement," The Reading Teacher, 20 (November 1966) 155-65.

A review of the research suggests that while there may not be sex differences on certain measures of reading readiness, sex differences tend to favor girls in reading achievement. The factors influencing differential achievement in reading probably include cultural and environmental as well as maturational factors. To alleviate this problem, it is frequently suggested that boys enter school at a later chronological age. It is pointed out that such recommendations are based on group averages and fail to recognize the wide variability in readiness and achievement among boys and girls. The advantages and disadvantages of several

other suggestions such as inservice training, employment of male teachers, varied materials, selective placement, and organizational plans are given. The need is to deal with individual boys and girls rather than with groups of boys and girls. References are included.

6543
Weintraub, Samuel. "What Research Says to the Reading Teacher: Vocabulary Control," The Reading Teacher, 20 (May 1967) 759-65.

Twelve articles concerned with vocabulary control in basic reading materials are reviewed. Critics feel that controlling vocabulary makes reading material dull and boring for elementary school children and that it does not account for the large listening and speaking vocabularies children often have on entering elementary school. Also, children do learn to read words other than those in the basal reader. However, proponents of vocabulary control feel that it promotes fluency and ease of reading and that it programs for the child a gradual and systematic introduction to reading. There is ample evidence for a controlled vocabulary for most children through second grade. For children of less than average ability, the control should continue longer. Assuming that children have read extensively outside their formal reading program and have mastered most of the basic word analysis skills, there seems to be little value in the planned introduction and repetition of a limited number of words beyond grades 3 or 4.

6561
Zeman, Samuel Steve. "A Summary of Research Concerning Laterality and Reading," Journal of the Reading Specialist, 6 (March 1967) 116-23.

Fourteen summary research abstracts of studies concerned with the relationship between laterality and reading achievement are presented. Twelve studies showed no significant relationship between these variables. The findings of one of these 12 studies indicated that mixed dominant children had slightly greater difficulty identifying right and left. Another study found that slight differences in reading achievement favored left-handed children. Other results indicated no differences in general reading achievement, but a slight difference in reading rate favoring a right-handed group of high school seniors. Results obtained from a group of 52 children in second grade indicated that left-eyedness and left-handedness were associated with preference for the right visual field as well as with low scores on standardized reading and intelligence tests. A wide variety of subjects and techniques were used in these studies which were reported in various professional journals from 1934 to 1964.

6562
Zimet, Sara F. "Children's Interest and Story Preferences: A Critical Review of the Literature," Elementary School Journal, 67 (December 1966) 122-130.

Children's books play a vital role in communicating society's attitudes and cultural values to the young. Interest in books develops at an early age, and the importance of interesting reading material cannot be overestimated. However, little research regarding the reading interests of the very young has been done, and many experiments have not been sufficiently thorough. Byers collected verbatim tapes of 1,860 first graders talking during their free discussion period and classified the topics discussed according to their frequency of occurrence. He found nature and science were first choices. Smith kept records of the free choice library selections of first graders and found humor and fantasy (not even listed by Byers) were first choices. There is, then, considerable uncertainty about children's real interests. A highly significant factor in reading interest is boy-girl preferences which are reenforced culturally and biologically. Book illustration is another important factor. Bloomer found that line drawings with negative tension themes stimulate interest and produce thought about a subject. Colored illustrations best stimulate fantasy. Another important factor is that as the child matures, his rate of interest change gradually diminishes. A bibliography is included.

Part II: 1969

7620
Aaron, Ira E. "Research in Reading and Language--Elementary Grades," New England Reading Association Journal, 4 (Fall 1968) 5-17.

A review, from a national viewpoint, was made of research in reading and language at the elementary level. The 59 selections were made in terms of the interests and background of the author. Most were recent studies and were representative of those with more than a regional import. Studies were grouped around the topics of early reading, method studies of beginning reading, auditory and visual discriminations, critical reading, and selected language studies. A list of some of the current needs in reading research and the other language arts is included. A bibliography is given.

7621
Aaron, I. E. "Translating Research into Practice: Reading Readiness, Visual Perception, Auditory Perception," Perception and Reading, Helen K. Smith, Ed. International Reading Association Conference Proceedings, 12, Part 4 (1968) 130-35.

Studies of auditory and visual perception as they are related to reading readiness are reviewed according to guidelines developed by the reviewer. The intention is to provide assistance in translating research results into practice. Included are studies of children's perceptual abilities, studies of the effectiveness of perceptual training programs, and studies of the effects of factors such as sex and socioeconomic status on perceptual ability. Strengths, weaknesses, and implications of each study are listed.

7628
Anderson, Gary. "Behavioral Research in Reading--Implicit Speech," Professional Focus on Reading, C. A. Ketcham, Ed. College Reading Association Proceedings, 9 (1968) 96-100.

Eight articles published from 1900 to 1964 on the subject of implicit speech, or subvocalization, are reviewed. The emphasis is on empirical studies designed to measure and evaluate the physiological aspects of implicit speech, and each article is evaluated on methods, findings, and implications. References are included.

7635
Artley, A. Sterl. Trends and Practices in Secondary Reading. (Newark, Delaware: International Reading Association, 1968) 131 p.

The author reviews research in secondary reading published during the 1960's and reported in the Summaries of Investigations Relating to Reading and the proceedings of the International Reading Association. The emphasis is on content summary and analysis with brief comments as to the applications or implications of certain studies. The studies are classified into seven general areas: (1) the status of reading achievement, (2) factors related to continued growth in reading, (3) programs of reading instruction, (4) instructional procedures, (5) reading interests, (6) personnel, and (7) summaries of research on secondary school reading. A section pointing out relevant generalizations, conclusions, and implications covers the literature described and calls for the training of secondary reading teachers with an emphasis on practical classroom application rather than theory. An extensive bibliography is included.

7636
Asher, J. William. "Comment on 'Spelling Achievement Following i.t.a. Instruction,'" The Reading Teacher, 22 (November 1968) 153-56.

A critical examination was made of studies by Mazurkiewicz and Lamana dealing with the residual effects of the initial teaching alphabet (i/t/a) upon spelling once children have made the transition into traditional orthography (t.o.). These studies asked if learning to read, write, and spell in i/t/a would adversely affect children in a traditional setting, particularly in spelling. The author pointed out errors in the studies, including error in the experimental design, error in statistical tests, inadequate definitions of population and sampling methods, inadequate description of the teaching methods and procedures that define the i/t/a and t.o. methods, and unexplained variability in the data over time. Taking these errors into consideration the author believes no firm conclusion about i/t/a and t.o. teaching methods in regard particularly to spelling could be deduced from these studies. References are included.

7644
Bannatyne, Alex. "Psychological Bases of Reading in the United Kingdom," Reading Instruction: An International Forum, Marion D. Jenkinson, Ed. Proceedings of the International Reading Association World Congress on Reading, 1 (1967) 327-35.

Fifteen sources are synthesized to suggest evolutionary-psychological differences in the abilities of boys and girls to handle the arbitrary symbolic sequencing found in language. The references are selectively examined for their findings. The author suggests and substantiates the idea that at extremes of the population distribution exist genetic dyslexic boys with low verbal but high spatial abilities. The author further suggests that these individuals should not be scorned but developed

along the lines of their abilities and that in some instances, insistence upon verbal ability channels an otherwise capable individual away from higher education. References are included.

7658
Bliesmer, Emery P. "1965 Review of Research in College-Adult Reading," New Frontiers in College-Adult Reading, G. B. Schick and M. M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 222-40.

Ninety-eight research studies are reviewed under four broad subareas dealing with college and adult reading. The first area describes reports of college and university reading programs. The other areas report studies of factors influencing reading and study habits and skills; studies of reading and study habits, traits, and skills; and finally, studies concerning the influence of reading and study habits and skills. A miscellaneous category includes studies of reading tests and readability of materials. Each of the 98 studies is categorized and briefly described.

7659
Bliesmer, Emery P. "1967 Review of Research in College-Adult Reading," Multidisciplinary Aspects of College-Adult Reading, G. B. Schick and M. M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 205-27.

College-adult reading research is reviewed through September, 1967, with additions from earlier years. The review is divided into five categories: programs; reading study habits, traits and skills; influence of reading and study habits and skills; factors influencing reading and other study habits and skills; and miscellaneous studies describing tests, newspaper readability, and other areas. Findings and/or goals are reported for 124 studies.

7663
Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1968," English Journal, 58 (May 1969) 735-47.

The author presents a summary of investigations taken from his bibliography in volume 2 of Research in the Teaching of English. The articles presented represent an emphasis on empirical investigations with a demonstrated focus on the teaching of English and on investigations of more than usual significance. Included are reports of general interest: bibliographies, summaries of research, and general English pedagogy. Composition, language, literature, oral expression, and reading are additional categories. A bibliography is included.

7693
Ching, Doris C. "Reading, Language Development, and the Bilingual Child," Elementary English, 46 (May 1969) 622-28.

In an effort to aid educators dealing with bilingual children, an annotated bibliography of research articles reports methods, approaches, tests, and ideas developed in 36 studies of bilingual children. A major portion of the articles deals with Negro children who speak a dialect other than English and with Spanish-speaking children. The author suggests that in some cases insufficient recognition of the necessity for instruction in English along with reading instruction results in failure and frustration.

7700
Cleland, Donald L. "Some Behavioral Research in Reading," Self and Society, M. P. Douglass, Ed. Yearbook of the Claremont Reading Conference, 32 (1968) 155-72.

Accepting the implication of B. F. Skinner that any controlled scientific study related to the mental life of an organism falls within the context of behaviorism, the author explores 30 investigations in behavioral research in reading. The data examined are secured from the following: selected studies on the behavior of the eyes, medical studies which deal with the effect of drugs on mental behaviors and reading, studies on student physiological response to the metaphor in reading, and electromyographic studies of subvocal activity and mental or brain neural activity which is not apparent to the human eye. The author concludes from his exploration of behavioral reading research that (1) eye training alone is of doubtful value in changing reading behavior, (2) data on the effects of drugs on reading are insufficient to draw conclusions, (3) there appears to be no physiological reaction to the matephor in silent reading, (4) vocalism in silent reading is natural to the reading process, and (5) the latency of neural responses as a correlate of IQ has great possibility. A bibliography is included.

7705
Cramer, Ronald L. "The Influence of Phonic Instruction on Spelling Achievement," The Reading Teacher, 22 (March 1969) 499-503.

The propositions that phonic instruction does have or does not have an influence on spelling achievement are examined in the light of 23 relevant research studies. The studies are reported and then synthesized in a summary which concludes that the contribution of phonics instruction to spelling achievement is uncertain, although the weight of the evidence suggests some beneficial support. Further conclusions point out the lack of clear-cut definitions and the lack of agreement about what constitutes an appropriate phonics program which would improve

spelling. Finally, phonic knowledge is closely related to spelling ability, particularly at the lower grades; auditory and visual discrimination abilities are significantly related to spelling achievement; and the type of language program used appears to be an important determinant of spelling success. The author calls for more exacting research to discriminate the effects of the various programs. References are included.

7715
Demilia, Lorraine A. "Visual Fatigue and Reading," Journal of Education, 151 (December 1968) 4-34.

Scientific literature in the area of visual fatigue as related to reading is summarized with emphasis on the psychology of word perception, the determinants of legibility, and the role of various typographical factors. The 42 articles define fatigue, illegibility, word perception, eye movements, typography and related factors, the printed page and contrasts on that page, and the reading situation. The author offers conclusions which specify that causes of visual fatigue stem from illegibility caused by typographical or environmental factors, rather than mere prolonged visual activity. A bibliography is included.

7719
Douglass, Malcolm P. "Does Nongrading Improve Reading Behavior?" Imprints of Culture, Malcolm P. Douglass, Ed. Yearbook of the Claremont Reading Conference, 31 (1967) 178-90.

An analysis of both old and new studies done within the United States and outside yielded six generalizations concerning student grouping procedures. The findings concerned the growth and development of language in children and the relationship of growth and development to grouping procedures. The author proposed a nongraded elementary school classroom composed of many age, achievement, and ability levels where growth in language behavior recognizes the fact that reading, like listening, is a silent act accomplished only by individuals and where each learner follows his own unique growth pattern. References are included.

7720
Downing, John. "Initial Teaching Alphabet: Results After Six Year," The Elementary School Journal, 69 (February 1969) 242-49.

The 6 years of British research on the initial teaching alphabet (i/t/a) is reviewed and summarized. The experiments conducted tested the matching variables: environment variables, individual student variables, and treatment variables; along with teacher competencies,

transfer of learning from i/t/a to traditional orthography (t.o.), effects of i/t/a on free written composition, and the conventional English spelling attainment. The conclusion reached after the results of the experiments were in was that the t.o. of English is a seriously defective instrument for the early stages of reading and writing and that it would be more efficient to use a simplified and regularized writing system such as i/t/a. The results from the research showed three main courses of action open: more extensive adoption of i/t/a, research and development to improve i/t/a, and general and permanent correction of English orthography. References are included.

7721
Duker, Sam. Individualized Reading: An Annotated Bibliography. (Metuchen, New Jersey: The Scarecrow Press, Inc., 1968) 209 p.

Citations and brief annotations of 648 references concerning individualized reading are arranged by author's last name. A combined author and detailed subject index is also included. An introduction defines individualized reading; describes such aspects as initiating the program, self-selection, grouping, and evaluation; and summarizes the research on this topic.

7722
Duker, Sam. Listening Bibliography. (Metuchen, New Jersey: The Scarecrow Press, Inc., 1968) 316 p.

Citations and brief annotations for 1,332 references concerning listening are arranged by author's last name. Most of the entries are journal articles and theses; chapters on listening in teaching methods and speech textbooks, elementary and high school textbooks, and curriculum outlines are omitted. Items dealing with audition and hearing, communications and communications theory, and radio and television are not included. An author index and a detailed subject index are included. A number of references relate listening to reading under such topics as predicting reading potential, correlations between reading and listening, and the effects of instruction of either listening or reading on the other ability.

7729
Early, Margaret J. "What Does Research in Reading Reveal--About Successful Reading Programs?" English Journal, 58 (April 1969) 534-47.

Trends in reading programs on the secondary level and in reading research are reviewed with reference to practical developments in secondary reading during the past decade. The limited quantity and quality

in secondary reading research is noted, and it is suggested that lack of a consistent definition of a secondary reading program lends more validity to the negative responses on surveys than to the positive ones. Limitations in program scope, program description, and in statistical evidence of effectiveness were found. The ideal program, according to the author, would approach reading throughout the system of administration and grade levels. All reading instruction would take place in the regularly scheduled subjects of the curriculum. Finally, developmental classes, remedial and corrective programs, and teacher education are discussed in the light of existing research. An extensive bibliography is included.

7733
Ellert, JoAnn C. "The Gerstmann Syndrome--A Caveat Regarding Its Classroom Use by the Reading Teacher," The Journal of the Reading Specialist, 8 (December 1968) 73-75, 78-80.

Twenty studies of the Gerstmann syndrome are consulted to evaluate the present status of the syndrome and the validity of its use as a screening device in the classroom on a developmental basis. The author proceeds historically, describing the development of the syndrome and reviewing pertinent articles and their findings. The findings and interpretations of later articles are then reviewed. The author concludes that the syndrome may still serve a useful purpose in the preliminary identification of cerebral-cortical deficiencies in backward readers. References are included.

7738
Evans, James R. "Auditory and Auditory-Visual Integration as They Relate to Reading," The Reading Teacher, 22 (April 1969) 625-29.

Auditory acuity and discrimination studies and studies of auditory-visual integration are reviewed. The relationship between impaired auditory acuity and reading retardation, the more tenable relationship between auditory discrimination and reading retardation, and the importance of auditory discrimination in the development of a sight vocabulary are pointed out. Auditory-visual integration skills were found to be markedly inferior in groups of poor readers, even when other factors such as auditory memory, auditory and visual discrimination, and IQ were held constant. The author concludes that attention to auditory functions is warranted in readiness and remedial classes. References are included.

7744
Fleming, James T. "Oral Language and Beginning Reading: Another Look," The Reading Teacher, 22 (October 1968) 24-29.

The relationship between oral language and beginning reading is examined in the light of prominent research and important questions are reappraised. The distinction between the content of oral language as speech and the content of reading materials as written language is made, and the complexity of the relationship between them is pointed out. The research questions considered are the adequacy of research measures, syntax versus vocabulary, and the effects of teachers' attitudes toward language on beginning reading. The author concludes that the relationship between teaching and testing may place too much emphasis on vocabulary and insufficient emphasis on the child's ability to utilize syntactic options. Further, the author concludes that the views of the teacher must be sufficiently enlightened to recognize that reading competence must be emphasized over the acquisition of language proprieties. References are included.

7752
Frostig, Marianne. "Visual Modality, Research, and Practice," Perception and Reading, Helen K. Smith, Ed. International Reading Association Conference Proceedings, 12, Part 4 (1968) 25-33.

The author reviews research findings and clinical experience in considering the general concept of "brain dysfunction" and its attendant symptoms as they relate to reading disabilities. Descriptions of these symptoms (disabilities in visual perception, laterality, and motor dysfunctions) are followed by evaluations of specific visual-perceptual disturbances and finally by suggestions for instruction. A bibliography is included.

7762
Gordon, Lillian L. "A Review of Research of 1960-1967 to Evaluate the Consideration of the Use of Hypnosis as a Psychological Tool in a College Level Reading and Study Skills Laboratory," Journal of the Reading Specialist, 8 (December 1968) 58-65.

Hypnosis is reviewed historically as a medical-educational tool. Research studies reporting the use of hypnosis with college students are considered with special preference given to study skills counseling research. The author reviews and describes the findings of the studies, concluding that in the high pressure atmosphere of the university, hypnosis could be of great value in counseling and improving study skills. A bibliography is included.

7764
Gray, Marian M. "Research and Elementary School Critical Reading Instruction," The Reading Teacher, 22 (February 1969) 453-59.

Critical reading studies are reviewed with an emphasis on the development of critical reading at an early age. The studies are discussed under the headings: age; intelligence; attitudes, values, and beliefs; and teachability. The author notes the findings and critical factors in the studies and suggests implications. Further research is suggested in the area of overcoming the limitations and difficulties in critical reading instruction. Experimentation is called for in the very early grades, and longitudinal studies to determine procedures which most increase the ability to read critically are recommended. A bibliography is included.

7769
Gunn, M. Agnella. "What Does Research in Reading Reveal--About Reading and the Teacher of English?" English Journal, 58 (March 1969) 368-85.

A brief description is given of the academic ancestry of today's English teacher to help clarify how he acquired his many kin and why he does so many different things, as well as to illuminate his Topsy-like growth. The backward look brings into perspective the present dilemma of teachers of English--the need for them to teach reading as well as the skills necessary to read literature and the lack of their preparation for the task. The 10-year evolvement of proposed guidelines for the preparation of English teachers is given. A bibliography is included.

7776
Hansen, Donald A. and Parsons, J. Herschel. Mass Communication: A Research Bibliography. (Santa Barbara, California: The Glendessary Press, 1968) 144 p.

Over 2,500 references to mass communication are listed in bibliographic form in this research publication. The references are grouped under the headings of bibliographies and reference materials, research and methods, media development and characteristics, social contexts of the media, content, media organizations--roles and processes, audience and diffusion, and effects and function. A list of abbreviations used within the text and an author index are included.

7781
Harris, Albert J. "Psychological Bases of Reading in the United States," Reading Instruction: An International Forum, Marion D. Jenkinson, Ed. Proceedings of the International Reading Association First World Congress on Reading, 1 (1967) 336-49.

Recent research and research trends in the area of child development and reading are reviewed. The studies are divided into eight

categories: reading readiness, intellectual development, language development, perceptual development, lateral dominance, physical development, sociocultural factors, and personality development. Each study is placed in the context of related materials in order to illustrate suggested trends in the literature. A bibliography is included.

7782
Harris, Albert J. "Research on Some Aspects of Comprehension: Rate, Flexibility, and Study Skills," Journal of Reading, 12 (December 1968) 205-10, 258-60.

Selected studies since 1928 dealing with the relationship of reading comprehension to rate, flexibility, and study skills are reviewed. Investigations of reading rate indicate that comprehension decreases when high rate increase is emphasized with experimental subjects. Varying reading approaches according to purpose, difficulty of material, and background knowledge leads to flexibility in reading rate, which may increase comprehension. The study skills necessary to assimilative and research reading are discussed and suggested as an area in which more research is needed. References are included.

7784
Harris, T. "Reading," Encyclopedia of Educational Research, R. L. Ebel, Ed. (New York: Macmillan, 1969) 1069-1104.

To assess the present status of and trends in reading research in relation to findings previously reviewed, 346 studies discussing the sociological, psychological, physiological, and pedagogical aspects of reading are reviewed. Sociological aspects include reading as a social process, status of adult reading, environmental influences upon reading, characteristics of reading materials, and readership preferences and effects. Psychological aspects include the nature of the reading process, learning processes and conditions affecting reading, correlates of reading, reading development, and the hygiene of reading. Pedagogical aspects include aims and status of reading instruction, the teacher and reading, organization of reading instruction, reading readiness, beginning reading method, developmental reading practices, and appraisal of reading. An extensive bibliography is included.

7785
Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading, July 1, 1967 to June 30, 1968," The Journal of Educational Research, 62 (March 1969) 291-312.

The authors divided 153 studies of reading over a 1-year period into four general areas: sociology, psychology, physiology, and teaching.

Discussed under the sociology of reading are environmental influences, characteristics of materials, and reading preferences and attitudes. The psychology of reading includes studies of psychological correlates of reading achievement, aspects of the learning process, and components of the reading task. The section on physiology discusses genetic reading disability, reading and laterality, and reading and vision. The teaching of reading includes studies in the status of reading instruction, the teacher, the analysis of materials, utility of phonic generalizations, developmental aspects of reading instruction, assessment and prediction of reading achievement, reading improvement, and remediation of reading difficulties. Bibliographies follow each of the four sections.

7799
Holmes, Jack A. "Visual Hazards in the Early Teaching of Reading," Perception and Reading, Helen K. Smith, Ed. International Reading Association Conference Proceedings, 12, Part 4 (1968) 53-61.

Forty-four studies related to vision and reading were reviewed to determine the relationship of the early teaching of reading to the subsequent development of refraction errors or neuromuscular anomalies. The author's stated purpose is to determine the age at which children should be taught to read. The causal relation of environment and heredity to myopia are discussed. The author concludes that while children can be taught to read before the age of 6, doing so in the formative stages of the eye may be detrimental. More research in this area is called for. A bibliography is included.

7805
Huelsman, Charles B., Jr. and Boster, Carol D. "Research Guidelines: Does Remedial Reading Work?" Ohio Reading Teacher, 3 (February 1969) 17-19.

A review was made of 11 studies concerned with the permanency of gains following termination of remedial reading instruction. The review was concerned with these questions: Are remedial reading gains permanent? Is the improved position of the child among the other readers of his age maintained after remedial instruction is terminated? What happens to these children 10 to 20 years later? The studies reviewed showed that children aided by remedial instruction do not return to former levels after instruction is stopped; remedial students generally will make less than normal growth during the school years subsequent to remedial instruction; and generally the more severe the reading disability initially, the greater the influence of the disability upon the subsequent life of the individual. Three implications evolved from the review: (1) the practice of returning children to the regular classroom without some modification in regular classroom procedure needs to be reconsidered, (2) additional research is needed, and (3) it is apparent

that remedial education needs to be initiated as early as possible within the school career of the disabled learner and should be continued as long as needed. References are included.

7806
Huelsman, Charles B., Jr. and Shutt, Lois. "Research Guidelines: Boy-Girl Differences in Reading Achievement," Ohio Reading Teacher, 2 (October 1967) 19-21.

Three studies dealing with sex differences in reading achievement were reviewed with the purpose of arriving at a more practical answer to the problem. The Wyatt, Preston, and McNeil studies were examined and the main results of each presented. It was concluded that since most of the evidence showed no difference in the intellectual capacities of boys and girls and since they grow up with equal opportunity to acquire experiential background, it could be assumed that their reading achievements should not be different. Any such differences possibly occur because of the cultural environment. Since teachers are part of this environment, they should expect boys to achieve as well as girls; learn about boys; encourage boys to identify with masculine roles in reading materials; provide each child with recitation and other learning opportunities in terms of need, not in terms of sex; and emphasize men of learning, art, and music. References are included.

7812
Isom, John B. "Neurological Research Relevant to Reading," Perception and Reading, Helen K. Smith, Ed. International Reading Association Conference Proceedings, 12, Part 4 (1968) 67-72.

Twenty-three studies of neurological development as it relates to reading are summarized. Cerebral dominance as it relates to vision, speech, and motor laterality preference; the "split-brain" syndrome; and sequencing are discussed as possible implements to the understanding of reading and reading disability. The author suggests that the assessment of neurological development must not fail to consider the variation in rate and degree of development of functions necessary to reading and that presumably abnormal neurological signs in children with reading disability must be compared with the frequency of their occurrence in a normal population of age peers. References are included.

7813
Jackson, Boyd B. "Perception and the Handicapped College Reader," College and Adult Reading, D. M. Wark, Ed. North Central Reading Association Yearbook, 5 (1968) 123-33.

Selected studies and one research proposal examine perception as it relates to college students and adults, with emphasis on areas where more research is needed. Correlation between perceptual-motor performance and neurological abnormalities, the effect of mind set on textbook reading, and perceptual organization are discussed. References are included.

7825
Karlin, Robert. "What Does Research in Reading Reveal--About Reading and the High School Student?" English Journal, 58 (March 1969) 386-95.

Sixty-five studies are reviewed to stress the need for reading as a common denominator of the high school curriculum, to provide a base for understanding conditions which influence read ng growth, and to encourage efforts in behalf of all students. Topics discussed include reading achievement, school success, reading needs, intelligence, sex, interests and attitudes, language development, the disadvantaged, the slow learner, and the gifted. A bibliography is included.

7829
Kellaghan, Thomas and Macnamara, John. "Reading in a Second Language in Ireland," Reading Instruction: An International Forum, Marion D. Jenkinson, Ed. Proceedings of the International Reading Association World Congress on Reading, 1 (1967) 231-40.

In an examination of the reading ability of bilingual children in their weaker language, 13 studies are reviewed. All subjects spoke English as their mother tongue and had learned Irish as a second language at school. At the time of testing, pupils were 12 to 13 years old and had studied Irish as a school subject for about 6 years. Topics discussed include problem solving in two languages; speed of reading problems; speed of reading with, and without, contextual restraints; speed of reading and articulation; and word recognition, contextual restraints, and articulation. The authors conclude that bilingual children may be less efficient as well as slower in reading a second language than in reading their stronger language. References are included.

7833
King, Ethel M. "Critical Appraisal of Research on Children's Reading Interests, Preferences, and Habits," Canadian Education and Research Digest, 7 (December 1967) 312-26.

An overview of research in children's reading interests was divided into three major sections: (1) reading interests, including reading interests and general interests, reading interests and chronological age,

reading interests of boys and girls, and reading interests and intelligence; (2) reading preferences, including reasons for selection, kinds of reading material, literary form, style of writing, type of print, and illustrations; and (3) reading habits. The author analyzed and appraised the research according to definition of terms, theoretical background, materials, and research methods. A bibliography is included.

7836
Kling, Martin. "Power of Reading Through Interfacilitation and the Content Areas," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. National Reading Conference Yearbook, 15 (1966) 147-56.

The substrata-factor theory of reading is explored with reference to the history of research in the content areas prior to the theory and with questions about the meaning of that research. The key concepts of the theory are then applied to the content areas. Finally, findings of studies involving the theory are reported. The author suggests implications for further development from his review of research. These include the delineation of cognitive maps for known groups, the description of otherwise unaccounted for variance, a test of the hypothesis of mental structure from a developmental point of view, and the determination of how various training methods affect the substrata factor. References are included.

7841
Kolers, Paul A. "Reading Temporally and Spatially Transformed Text," The Psycholinguistic Nature of the Reading Process, K. S. Goodman, Ed., 27, 29-40. (Detroit: Wayne State University Press, 1968.)

Five studies dealing with the perceptual organization of college students are reviewed. Investigation of the reading of temporally transformed texts leads to the conclusion that one may name all the letters in a sequence without recognizing the word they spell, or he may recognize the word without being able to name all the letters which spell it. The skills acquired through training in the reading of spatially transformed texts are independent of type font, context, and language. Transfer of skill between eyes, when only one eye received training, is also discussed.

7847
Laffey, James L. "Behavioral Research That Has Promise in the Teaching of Reading," Progress and Promise in Reading Instruction, Donald L. Cleland and Elaine C. Vilscek, Eds. Report of the Annual Conference and Course on Reading, University of Pittsburgh, 22 (1966) 75-86.

Twenty-two behavioral research studies in reading were reviewed by the author who believed the research promising because it was directed toward behavioral change--the essential task of every educator. Several definitions of behaviorism were presented. Studies cited used five specific kinds of data: electromyographic studies of subvocal mechanism and mental or brain neural activity which is not visible to the naked eye, studies of the application of operant conditioning and reinforcement principles to the reading behaviors of individuals, studies on the behavior of the eyes, paired associate learning situations, and research from the medical laboratory which deals with the effect of drugs on mental behaviors and reading with related behaviors. References are included.

7855
Lindeman, Barbara and Kling, Martin. "Bibliotherapy: Definitions, Uses and Studies," Journal of School Psychology, 7, no. 2 (1968-69) 36-41.

Bibliotherapy is defined in this article as an interaction between the reader and certain literature which is useful in aiding personal adjustment. A review of the literature includes a discussion of bibliotherapy's uses in mental hospitals, with maladjusted individuals, and in the classroom with retarded, gifted, and average students. Booklists for bibliotherapeutic purposes from the primary grades through college are described, and some studies are offered which support these uses. It is concluded that bibliotherapy can help meet the developmental needs not only of young people in the classroom but also of some maladjusted individuals. A bibliography is included.

7870
MacGinitie, Walter H. "Evaluating Readiness for Learning to Read: A Critical Review and Evaluation of Research," Reading Research Quarterly, 4 (Spring 1969) 396-410.

Fifteen studies of reading readiness are critically reviewed and evaluated. The author discusses the purposes for readiness research and evaluates past research, including that on the predictive validity of tasks resembling reading. A need for research in more basic prediction tasks is indicated. Shortcomings of data analysis and interpretation and the problem of mislabeled tests are discussed. The author suggests that (1) it is hazardous to interpret readiness studies when teaching method and materials are unspecified, (2) retrospective inferences about readiness can be misleading, especially inferences of no relationship, and (3) faulty interpretations of correlational relationships are to be avoided. References are included.

7881
McCullough, Constance M. "What Does Research in Reading Reveal--About Practices in Teaching Reading?" English Journal, 58 (May 1969) 688-706.

A review was made of reading research completed since 1957 which the author believes to hold promise of making the most dramatic difference in practice. The report is divided into nine parts representing activities in the reading process, many of which are simultaneous in occurrence, as well as interdependent. They are word recognition (including sight recognition and analysis), analysis of sentence structure, determination of word meanings, determination of sentence meanings, determination of sentence functions, determination of meanings of larger units of composition, determination of function of larger units of composition, evaluation and interpretation of ideas, and use of ideas. Seventy-three research studies are included in this review. A bibliography is given.

7910
Nolan, Carson Y. and Ashcroft, Samuel C. "The Visually Handicapped," Review of Educational Research, 39 (February 1969) 52-70.

A general review of research material related to the education of the visually handicapped includes material on tactile reading. This research review begins with a consideration of the research sources and of general aspects of education for the visually deprived. Other pertinent subject areas reviewed include studies of partially seeing children, abstract functioning and concept development, and a section on technological research in reading materials. A bibliography is included.

7917
Otto, Wayne. "Reactive Inhibition (The Hullman Construct) and Achievement in Reading," New Frontiers in College-Adult Reading, G. B. Schick and M. M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 41-45.

Ten studies of the relation of reactive inhibition to reading achievement are reviewed. Factors affecting inhibitory potential are examined, with all studies using an inverted-number printing task to measure reactive inhibition. Motivation, anxiety level, and skill attainment are discussed. The author concludes that the tendency to accumulate reactive inhibition is a minor cause of reading disability. References are included.

7928
Pontius, Sharon and Huelsman, Charles B., Jr. "Research Guidelines: Remedial Reading and Counseling," Ohio Reading Teacher, 2, No. 3 (February 1968) 21-23.

This review of six studies examining the effects of counseling and remedial reading instruction on elementary and secondary pupils describes the method and the findings of research articles whose subjects had both socioeconomic adjustment problems and reading deficiencies. The author interprets these articles and suggests that therapeutic treatment combined with reading programs positively affect both, that counselors should be acquainted with remedial reading, that a total approach should be utilized to integrate the child's interests and emotions with academics, and that the elementary counselor should work with teachers to promote reading skills. References are included.

7938
Reddin, Estoy. "Informal Listening Instruction and Reading Improvement," The Reading Teacher, 22 (May 1969) 742-45.

The relationship between reading and listening among intermediate-grade students examined in seven studies (Duker, Marsden, Lewis, Kelty, Madden, Merson, and Reeves) was reexamined and commented upon. The results of each of the studies are presented and found to be inconsistent, due in part perhaps to the nature of the instruction or to the relationship between type of instruction and type of tests used. Also, the grade level of the subjects involved should be considered before making recommendations that instruction in listening be given to children in the intermediate grades in order to improve their reading skills. References are included.

7943
Robertson, Jean E. "Kindergarten Perception Training: Its Effect on First Grade Reading," Perception and Reading, Helen K. Smith, Ed. International Reading Association Conference Proceedings, Part 1 (1968) 93-99.

Research in child development is cited to serve as the basis for suggestions of possible approaches for perception training. It was assumed that selected activities in perception training could have a beneficial effect on first-grade reading and that some children are ready for direction. A definition of the perceptual process in reading is given, and the establishment of the code, the distinguishing of individual sounds, the distinguishing of a succession of sounds in known words, and the role of language in the development of perceptual activity are discussed through cited research. References are included.

7945
Robinson, Helen M.; Weintraub, Samuel; and Smith; Helen K. "Summary of Investigations Relating to Reading, July 1, 1967 to June 30, 1968," Reading Research Quarterly, 4 (Winter 1969) 129-316.

Three hundred and seventy-six research studies are summarized and reviewed according to findings. The reviews fall into six categories: summaries of specific aspects of reading research, teacher preparation and practice, sociology of reading, physiology and psychology of reading, the teaching of reading, and the reading of atypical learners. An annotated bibliography is included.

7951
Rosen, Carl L. and Ortego, Philip D. "Language and Reading Problems of Spanish Speaking Children in the Southwest," Journal of Reading Behavior, 1 (Winter 1969) 51-70.

In a discussion of the language and reading problems of Spanish-speaking children in the southwestern United States, 70 studies are cited. Among language problems examined are the definition of bilingualism, timing of instruction and learning context in the second language, language equivalence on a bilingual scale, and individual child status. Among reading problems discussed are readying Spanish-speaking children for, and instructing them in, a common curriculum and adjusting the reading curriculum to the needs of the Spanish-speaking child, including consideration of reading experiences stemming from the child's own daily life and oral expression. A bibliography is included.

7955
Ruddell, Robert B. "Psycholinguistic Implications for a Systems of Communication Model," Psycholinguistics and the Teaching of Reading, K. S. Goodman and J. T. Fleming, Eds., 61-78. (Newark, Delaware: International Reading Association, 1969.)

Initially examined here is the decoding process, representing one dimension of the surface structure level. Next the comprehension process, encompassing the syntactic dimension of surface structure, the structural and semantic readings, and the deep structure, was considered. A minor emphasis was given to the role of effective mobilizers and cognitive strategies in language processing. Fifty-three studies that gave an overview to the decoding and comprehension processes were cited. In conclusion, a systems of communication model that summarized the discussion relative to reading and language skills processing was presented. A bibliography is included.

7956
Rutherford, William. "Learning to Read: A Critique," Elementary School Journal, 69 (November 1968) 72-83.

The research studies reported in chapters 4 and 5 of Jeanne Chall's "Learning to Read: The Great Debate" are reviewed and criticized in an

attempt to determine whether the findings of the studies therein support the conclusion drawn by Chall that a code-emphasis approach to beginning reading is better than a meaning-emphasis approach. The author concludes that (1) much of the research Chall presents in support of her conclusion was not scientifically controlled and resulted in evidence that was not dependable, and (2) when the evidence is appraised without some of the weaker studies there is a noticeable lack of support for Chall's central conclusion. In addition, findings of the USOE first-grade studies are compared with the studies reported by Chall. The author concludes that the Chall book has not settled the debate in reading. References are included.

7962
Sartain, Harry W. "Applications of Research to the Problem of Instructional Flexibility," Progress and Promise in Reading Instruction, D. L. Cleland and Elaine C. Vilscek, Eds. A Report of the Annual Conference and Course on Reading, University of Pittsburgh, 22 (1966) 97-113.

Findings from 48 references pertaining to instructional flexibility are discussed under the headings of reading in the departmentalized school, homogeneous sectioning, interclass ability sectioning, extent of variability in reading development, and practices that may increase flexibility. Practices described include team teaching, nongraded organization, multiage sectioning, and the continuous progress plan. Criteria for evaluating organizational patterns are listed according to factors related to curriculum content and structure, to the personal success of the learner, and to teacher effectiveness. It is concluded that school organization plans cannot provide adequately for differences; they can only free the teacher to do so. A bibliography is included.

7970
Sheldon, William D. and Lashinger, Donald R. "A Summary of Research Studies Relating to Language Arts in Elementary Education, Part I," Elementary English, 45 (October 1968) 794-817.

The authors review and report the important findings of elementary language arts research studies. The 80 studies, taken from journals published between January and December, 1967, are categorized into four general areas: research summaries and listings, language, written communication, and beginning reading.

7971
Sheldon, William D. and Lashinger, Donald R. "A Summary of Research Studies Relating to Language Arts in Elementary Education: 1967, Part II," Elementary English, 45 (November 1968) 906-26.

The authors categorize and review 68 studies reported in journals during 1967. Studies relating to programs and grouping practices, vocabulary and word analysis, reading achievement and correlates, interests and literature, and special problems in reading are discussed. Ten other articles which do not fall into any of these categories but which are of interest to the reading specialist are cited only in bibliographical reference.

7977
Singer, Harry. "Conceptualization in Learning to Read," New Frontiers in College-Adult Reading, G. B. Schick and M. M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 115-32.

In a theoretical formulation and examination of the role of conceptualization in learning to read, 66 studies are cited. The author postulates a complex conceptual system and mental organization to explain how children learn to read and recognize words which they have not been taught. Topics of discussion include conceptual ability in the substrata-factor theory of reading, word recognition, characteristics of task-stimuli and modes of conceptualization, word meaning, and reasoning-in-context. The author suggests the predictive value of an instructional approach based on the theoretical formulation of the role of conceptualization. A bibliography is included.

7978
Sipay, Edward R. "Interpreting the USOE Cooperative Reading Studies," The Reading Teacher, 22 (October 1968) 10-16, 35.

Eleven limitations of U.S. Office of Education cooperative first-grade studies are considered. The authors develop each limitation in the light of several studies illustrating that limiting factor. Seventeen studies are examined under the following limitations: implementation of method; generalization from results; teacher and instruction setting variables; assignment to treatments; attrition of subjects; the experimental variable itself; the Hawthorne effect; and the reporting of findings. The author points out that all of the studies are not limited by all of the factors, that some limitations would have been almost impossible to overcome, and that some authors of studies acknowledged the limitations of their studies. References are included.

7989
Squire, James R. "What Does Research in Reading Reveal--About Attitudes Toward Reading?" English Journal, 58 (April 1969) 523-33.

Students' attitudes toward reading are explored in the light of the conclusions of 76 studies published between 1927 and 1968. These studies

are discussed according to five categories: the nature of reading interests, the nature of response to literature, the effects of reading on the individual, factors involved in taste and appreciation, and the effects of instruction. The findings of the studies are described and synthesized. A bibliography is included.

7992
Starr, Kathleen and Huelsman, Charles B., Jr. "Research Guidelines," Ohio Reading Teacher, 2 (May 1968) 16-17.

Seven sources dealing with the development of problem personalities in disabled readers are examined, and their findings are synthesized. One study found frustration to be the main characteristic of the disabled reader, while another named extreme tension. In a personality correlate study, high dependency was found to characterize retarded readers. One experimenter concluded that there is no single trait which is invariably associated with success or failure in reading. Four implications for classroom teachers and remedial reading teachers are presented. References are included.

7998
Strang, Ruth. Reading Diagnosis and Remediation. (Newark, Delaware: International Reading Association, 1968) 190 p.

Articles and studies relevant to reading diagnosis and remediation are synthesized and reviewed. The studies are considered in seven broad sections, each of which is subdivided into facets of the area discussed. Introductory studies are explored, and articles evaluating future needs open and close the review. The mass of the material is considered under five topic areas: correlates and causes of reading achievement and disability, severe reading disabilities, diagnostic techniques, the problem of diagnosis in special groups, and remediation of reading disabilities. An extensive bibliography and a section of additional sources are included.

7999
Summers, Edward G. "Doctoral Dissertations in Reading in Secondary School," Journal of Reading (May 1969) 647-54, 681-96.

The author cites 55 doctoral studies published from 1965 to 1967. Each citation is accompanied by a brief abstract of the study which discusses purpose, method, and results or conclusions. Information for ordering microfilm or xerography copies is included for each entry.

8000
Summers, Edward G. "Reading Research Literature: Identification and Retrieval," Reading Research Quarterly, 4 (Fall 1968) 5-48.

The results of a project to collect, organize, and analyze reading research reported in the journal literature in the Gray Summaries for the period 1884 to 1965-66 are presented. Procedures and results related to five objectives are discussed, and core journals are identified. On the basis of the tabulation of journals and reports, the study demonstrated that the information base in reading has grown steadily since the early 1900's, with a rapid rise in production of research literature occurring since the early 1960's and that newer techniques in storage, retrieval, and analysis of information have to be inaugurated to adequately cope with the increased flow of published and unpublished reports on reading. In conclusion the components of the United States Office of Education Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER) as a national information transfer system for the reading field are outlined. References are included.

8011
Weber, Rose-Marie. "The Study of Oral Reading Errors: A Survey of the Literature," Reading Research Quarterly, 4 (Fall 1968) 96-119.

This survey of oral reading errors examines 54 sources under the assumption that the study of reading errors can provide significant clues to the nature of the reading process and can contribute a rationale for both basic and remedial reading instruction. The study examines (1) the relationship between silent and oral reading, (2) classification schemes used as descriptive frameworks, (3) the relationship between oral reading errors and other variables, and (4) studies of oral reading errors, initiated to examine the nature of reading strategies. From these studies the author suggests fresh questions for research, pointing out that the commission of errors occurs at all stages of development and that many studies confirm that the study of errors provides a productive focus for the study of the reading process. A bibliography is included.

8012
Weintraub, Samuel. "Children's Reading Interests," The Reading Teacher, 22 (April 1969) 655, 657, 659.

Research in children's reading interests is surveyed with primary emphasis on methodology. Problems affecting comparability of reading interest studies include (1) different categorization schema, (2) variance between adult and children's criteria for selection, and (3) lack of reliability and validity evidence. Eleven references are reviewed briefly. The author describes the methodology used in each study and then suggests the relevance of the technique or additional questions

to be considered in followup studies. The need to consider the unique and individual quality of each child's interests is pointed out.

8013
Weintraub, Samuel. "Research: The Development of Meaning Vocabulary in Reading," The Reading Teacher, 22 (November 1968) 171, 173, 175, 191.

Nine studies focusing on methodology of reading vocabulary instruction are reviewed. Usefulness of context analysis, dictionary drill, programed units, root word emphasis, cramming sessions, and incidental instruction were considered. In summary, the author notes that any efforts on the teacher's part to build vocabulary will be effective to some degree and that a variety of techniques should be used. References are included.

8014
Weintraub, Samuel. "Research: The Question as an Aid in Reading," The Reading Teacher, 22 (May 1969) 751, 753-55.

The aid of the question to reading is the subject of this review of research. The studies focused upon deal with the placement of questions, the relative effectiveness of prequestions and post-questions, the relationship between the question type and retention, and the frequency with which questions should be asked to achieve greatest recall. Finally, a study involving theoretical interpretations is considered. The author concludes that the consensus of findings running through the studies was the result of the similarity of materials used; thus the studies are considered to be limited in scope. Implications for the teacher are enumerated. References are included.

8015
Weintraub, Samuel. "Research: Some Implications for Beginning Reading," The Reading Teacher, 22 (October 1968) 63, 65, 67.

Articles dealing with instructor information applicable to beginning reading are reviewed. The articles are all recent, and espouse no particular point of view. Instead, each has specific implications for classroom instruction. Studies fall under two headings, word recognition cues and information from longitudinal studies. The author provides a summary in which he discusses self--rather than teacher--correction of oral reading errors, repetition as a means of reinforcing correct response, word-by-word reading as a part of a child's maturation process, and peer assistance in beginning reading. References are included.

8016
Weintraub, Samuel. "Research: Teacher Expectation and Reading Performance," The Reading Teacher, 22 (March 1969) 555, 557, 559.

Studies of the effect of teacher expectations on pupil performance are reviewed and evaluated with reference to their implications. Each study is described, and the findings are reported. It is noted that teachers must be made aware of the fact that their expectations for a pupil may directly influence his performance. References are included.

8023
Wingert, Roger C. "Learning to Read: The Debate Continues," Educational Product Report, 2 (April 1969) 7-13.

Dr. Chall's "Learning to Read: The Great Debate" and its conclusion that phonics, or systematic phonics, is superior to "look-say," silent, and basal approaches, is challenged by a reconsideration of the significance of Dr. Chall's comparisons. The author further considers the findings of the USOE first-grade studies which tend to suggest that no one method of teaching reading consistently produces better readers, however measured. The resulting conclusion is the necessity to consider any approach modally with reference to the abilities of the individual child. The author calls for further investigation of approaches tailored to individual needs and for the abandonment of useless controversy over phonic methods. Tables and references are included.

8025
Wittick, Mildred Letton. "Applying Research Findings in Word Perception to Classroom Practice," Perception and Reading, Helen K. Smith, Ed. International Reading Association Conference Proceedings, 12, Part 4 (1968) 125-30.

Research findings of selected studies on word perception at preschool, kindergarten, and grade-one levels are summarized. Included are reports of the Denver kindergarten reading instruction pilot study, the Chall research, the USOE First Grade Reading Studies, and the San Diego 3-year study comparing beginning reading approaches. Trends in the use of phonics, modified alphabets, and linguistic approaches are also briefly discussed. Suggestions for the application of these findings given to the classroom teacher include: (1) check the relationship of the research findings to one's own school and classroom objectives in the area of word perception and (2) be slow to abandon present methods if objective evidence indicates that the program is successful in one's particular situation with particular pupils. The conclusion reached is that there is no one correct or sound method of learning to read. References are included.

8026
Wold, Robert M. "Dominance--Fact or Fantasy: Significance in Learning Disabilities," American Optometric Association Journal, 39 (October 1968) 908-15.

Studies pertaining to the Orton theory of cerebral dominance and reading, writing, and speech problems are examined. Further, a specific test battery was used to determine the relationship between learning disabilities and cerebral dominance. The author concludes that a relationship between crossed hand and eye dominance may exist. Truly sound results will only be obtained by comprehensive research analyzing above-average and normal reading groups, as well as reading disability cases. An appendix and a bibliography are included.

8033
Yamamoto, Kaoru. "Stimulus Mode and Sense Modality: What's in It for Education?" Teachers College Record, 70 (March 1969) 513-21.

The author reviews the results of studies in various disciplines, with reference to the effects of stimulus mode and sense modality upon learning, as applicable to specific areas of education. Areas of possible application included preparation of textual materials, remedial reading, teaching of the retarded, the use of audiovisual media, and foreign language teaching. The author indicates a need for more work in this area.

Appendix A

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Bibliography 2, Recent Doctoral Dissertation Research in Reading. September 1967.
ED 012 693, microfiche $1.00, hard copy $11.05.

Bibliography 3, International Reading Association Conference Proceedings Reports on Secondary Reading. September 1967.
ED 013 185, microfiche $2.25, hard copy $30.70.

Bibliography 4, International Reading Association Conference Proceedings Reports on Elementary Reading. October 1967.
ED 013 197, microfiche $4.25, hard copy $56.85.

Bibliography 5, USOE Sponsored Research on Reading. March 1968.
ED 016 603, microfiche $0.50, hard copy $5.30.

Bibliography 6, Title III (PACE) Projects on Reading. March 1968.
ED 017 409, microfiche $0.25, hard copy $2.50.

Bibliography 7, Reports on Reading and the Disadvantaged: Elementary Level. April 1968.
ED 015 350, microfiche $0.50, hard copy $5.65.

Bibliography 8, Reports on Reading and the Disadvantaged: Secondary Level. May 1968.
ED 016 146, microfiche $0.50, hard copy $4.35.

Bibliography 9, A Citation Bibliography of Selected Sources on Dyslexia and Learning Disabilities. May 1968.
ED 020 865, microfiche $0.50, hard copy $4.00.

Bibliography 10, Research on Reading in the Content Fields: Mathematics, Science, and Social Studies. July 1968.
ED 024 538, microfiche $0.75, hard copy $6.50.

Bibliography 11, Research on Reading in the Content Fields: Language Arts and Literature. September 1968.
ED 024 539, microfiche $1.00, hard copy $11.45.

Bibliography 12, Research on Reading in the Content Fields: General and Other Subjects. October 1968.
ED 024 537, microfiche $0.50, hard copy $6.05.

Bibliography 13, Title III (PACE) Projects on Reading, 1967. August 1968.
ED 023 568, microfiche $0.50, hard copy $4.45.

Bibliography 14, Recent Doctoral Dissertation Research in Reading, Supplement 1. March 1969.
ED 028 055, microfiche $0.75, hard copy $9.00.

Bibliography 15, Research on Elementary Reading: Reading Readiness. March 1969.
ED 029 163, microfiche $0.50, hard copy $6.30.

Bibliography 16, Title III (PACE) Projects on Reading, 1968. March 1969.
ED 029 162, microfiche $0.25, hard copy $2.75.

Bibliography 17, Research on Elementary Reading: Word Recognition. June 1969.
ED 028 310, microfiche $0.50, hard copy $6.05.

Bibliography 18, Research on Reading: Word Lists. September 1969.
ED 030 778, microfiche $0.25, hard copy $2.90.

Bibliography 19, Research on Elementary Reading: Critical and Interpretive Reading. September 1969.
ED 030 779, microfiche $0.50, hard copy $3.10.

Bibliography 20, USOE Sponsored Research on Reading, Supplement 1. September 1969.
ED 031 606, microfiche $0.50, hard copy $3.05.

Bibliography 21, Current USOE Projects on Reading. September 1969.
ED 031 607, microfiche $0.25, hard copy $0.90.

Bibliography 22, Research on Reading from Research in Education. November 1969.
ED 032 453, microfiche $1.50, hard copy $20.10.

Bibliography 23, Research on Elementary Reading: Oral Reading. November 1969.
ED 033 265, microfiche $0.50, hard copy $4.05.

Bibliography 24, Recent Doctoral Dissertation Research in Reading, Supplement 2. March 1970.
ED 035 793, microfiche $0.50, hard copy $5.25.

Bibliography 25, Trends and Practices in Secondary School Reading: A Companion Bibliography to A. Sterl Artley's Monograph. March 1970.
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